DOCUMENT RESUME

ED 287 999 CE 048 781

TITLE	Work Experience Education Instructional Guide. Revision.
INSTITUTION	California Association of Work Experience Educators, Orange, Calif.
SPONS AGENCY	California State Dept. of Education, Sacramento.
REPORT NO	ISBN-0-8011-0670-2
PUB DATE	87
NOTE	508p.; For the 1981 guide, see ED 211 849.
AVAILABLE FROM	Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($12.50).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF02 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Academic Persistence; Career Development; *Career Education; Fringe Benefits; Interpersonal Competence; Job Search Methods; Learning Activities; *Occupational Mobility; Secondary Education; *Vocational Adjustment; Work Attitudes; Workers Compensation; *Work Experience Programs

ABSTRACT

This guide provides work experience education coordinators with a framework and a series of topical items that can be incorporated into the classroom-related instruction portion of the student's work experience education program. An introduction lists student outcomes, describes the curriculum framework, and outlines verification activities. Section 1 contains input activities, including student and employer surveys, student self-evaluation, employer evaluation, and student forms. Activities are categorized under five topics: career development, how to get a job, how to keep a job, how to leave a job, and economics. An introductory sheet to each activity provides this information: suggested audience, methods, resources, time, main idea, employer participation, vocabulary list, and coordinator notes. Any materials needed to complete the activity are provided. Appendixes include activity reading levels, work experience education vocabulary in the activities, information on the "rewriting technique," strategies for developing vocabulary, information on the VOICE system and Special Education Resource Network, and the work experience education matrix. (YLB)

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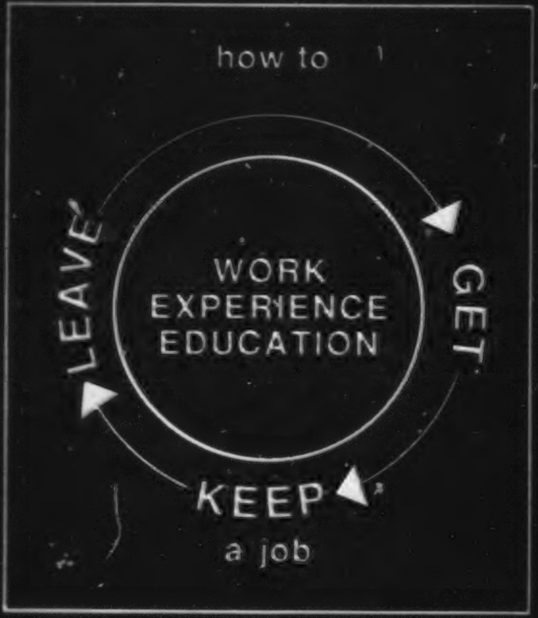
Work Experience Education

Instructional Guide



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WORK EXPERIENCE EDUCATION
Instructional Guide

Developed by
California Association of Work Experience Educators

in cooperation with the
Career-Vocational Preparation Division
and the
Special Education Division
California State Department of Education

Publishing Information

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ISBN 0-8011-0670-2

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Preface

This publication is a revision of the 1981 Work Experience Education Instructional Guide. The purpose of the guide is to provide work experience education coordinators with a framework and a series of topical items that can be incorporated into the classroom-related-instruction portion of the student's work experience education program. The Work Experience Education Instructional Guide: Teacher's Manual (1985) is available from the State Department of Education's Bureau of Publications.

From the 1983-84 through the 1986-87 school years, a unique project was undertaken to modify the guide, which involved clarifying all existing activities, adding new activities, and modifying the reading level. Students in regular and special education classes will benefit from these improvements. In addition, the project will provide a software option for use in managing the needs assessment system in the guide. The software is being designed and will be available in the near future. The revised curriculum was evaluated in several types of schools and classrooms, including traditional work experience classrooms, juvenile court schools, continuation high schools, alternative schools, junior high schools, special education classrooms, and schools with high migrant and bilingual student populations.

The activities from this instructional guide may be used individually or in a group instructional mode. They represent a common core of concepts and understandings essential to the total education of all students.

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ACKNOWLEDGMENTS

Sincere appreciation and grateful acknowledgment are extended to the many persons who contributed to this publication or assisted in its revision.

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CALIFORNIA WORK EXPERIENCE EDUCATION INSTRUCTIONAL PROCESS*

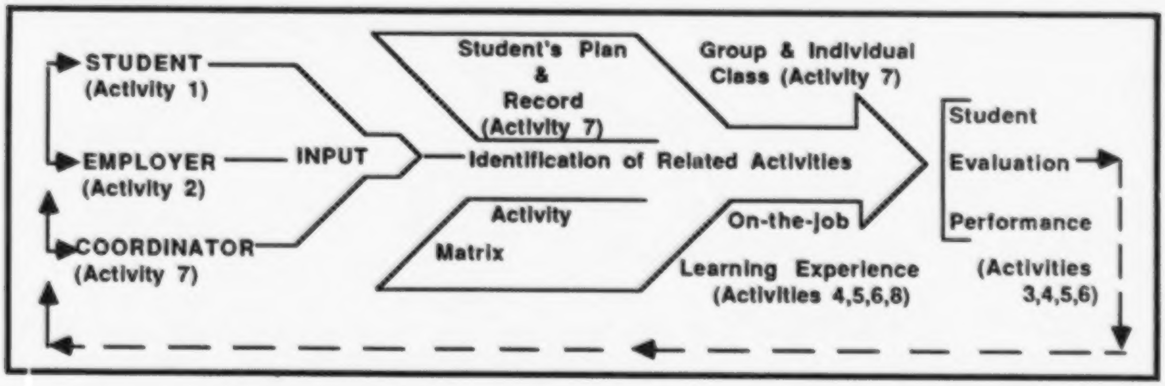
I. STUDENT OUTCOMES

A. The goal of the Work Experience Education instructional process is to provide the students with general and specific occupational skills, including the following:

1. Employability Cycle Preparation for successful employment and advancement to a future job.	How to keep a job How to advance a job How to leave a job How to get a job
2. Career Development To set positive career, occupational, educational, goals and identify work experiences, training, schools, and courses necessary to attain them.	Self Knowledge Career education Career decision-making
3. Economic Awareness To successfully negotiate through the world of personal finances and business economics.	Personal finances Business economics

II. CURRICULUM FRAMEWORK

A. The Work Experience Education instructional process includes:


STUDENT (Activity 1)
EMPLOYER (Activity 2)
COORDINATOR (Activity 7)
INPUT
Student's Plan & Record (Activity 7)
Group & Individual Class (Activity 7)
Identification of Related Activities
Activity Matrix
On-the-job Learning Experience (Activities 4,5,6,8)
Student Evaluation Performance (Activities 3,4,5,6)

B. Identifying general and specific occupational needs. (Activities 1, 2, 7)
Setting goals and performance/learning objectives from these goals. (Activity 7)
Providing instruction to satisfy needs stated in goals and performance/learning objectives. (Activity Matrix-Appendix H)

---

* 1985, Bill Mathiasen.

Monitoring the learning growth through related classroom instruction and work site. (Activities 4, 5, 6, 7, 8)
Verifying that general and specific occupational learning is taking place and at what level of proficiency. (Activities 4, 5, 6, 7)
Documenting that the student demonstrates general and specific occupational skills. (Activities 4, 5, 6, 7 and final exam)
Identifying continuing and new general and specific occupational needs. (Activities 3, 4, 5, 6, 7) (RESTART PROCESS CYCLE)

III. VERIFICATION ACTIVITIES

A. Documentation of participation, demonstration, and identification and verification of learning that is taking place during the Work Experience Education instructional process and is accomplished through work site employer participation and school site related instruction.

1. Work site activities include the following:

    Wage and hour reports (Activity 8)
    Work permit
    Training agreement (page 40)
    Training plan (Activity 7)
    Supervision/service contacts (Activity 5)
    Overall work site evaluations (Activities 4, 5, 6)

2. Group and individualized related instruction include:

    Initial Input Activities

    Student profile (Activity 9)
    Student survey (Activity 1)
    Employer survey (Activity 2)
    Teacher/coordinator recommendations (Activity 7)

    Ongoing Input and Verification Activities

    Training plan (Activity 6)
    Supervision/service calls (Activity 5)
    Overall work site evaluations (Activity 4)
    Wage/hour reports (Activity 8)
    Related instruction activities (Matrix-Appendix H)
    Student plan and record (Activity 9)
    Final (exam) evaluation

The above activities are continually reviewed and recorded into the student plans and records to document general and specific occupational skill learning.

Therefore, the purpose of the Work Experience Education instructional process is student life-long employability. This goal includes learning positive employability concepts and specific occupational skills at the work site while concurrently gaining new and expanded general occupational skills through related instruction provided in a classroom situation.

The Work Experience Education Instructional Guide and the Work Experience Education Instructional Guide Teacher's Manual provide a suggested framework of activities to support this instructional process in its entirety.

Activity # 1 TITLE: Student Survey

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		☒
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	☒
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	☒
Profit vs. Loss	G	☒
Health and Safety	H	☒
Pay/Wages	I	☒
Employee Benefits/Rights	J	☒
Consumer Considerations	K	☒
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

Activity designed for all students.

Methods

Individual activity

Resources

- Classroom Instruction

Time

Student can complete activity within one classroom period.

Main Idea

To provide coordinator with student needs in order to plan related instruction activities.

Employer Participation

Input from employers is essential for curriculum planning.

Vocabulary

appropriate
fringe benefit
customer
personal
financial
employer

resume
occupational
compensation
attitude
industry
deductions

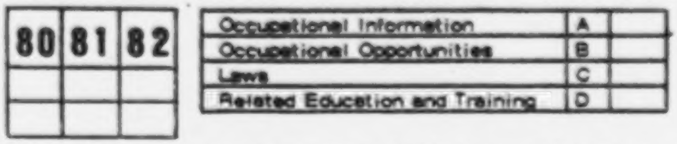
Coordinator Notes

Activity # 1 DO NOT WRITE ON THIS PAGE

TITLE: Student Survey

The purpose of this activity is to make you aware of some of the activities that will take place in the work experience education program. There are no right or wrong answers.

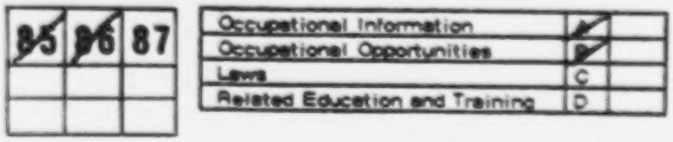
Directions: Complete your Student Plan and Record in Activity #7. Your Student Plan and Record has several boxes with either numbers or letters.



80	81	82

Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	

Respond to each of the statements below. Place a diagonal in the appropriate box on your Student Plan and Record if the statement applies to you. All diagonals should be drawn from the lower left-hand corner of the box to the upper right-hand corner.



85	86	87

Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	

1. If your current job is not what you really want to be doing, for the next year, place a diagonal in boxes 10, 11, 12, and 16.
2. If you think that someday you'd like to go into business for yourself, place a diagonal in boxes 13 and 14.
3. Place a diagonal in box 15 if planning is something you avoid whenever you can.
4. If you do not know how to make a decision, place a diagonal in boxes 17 and 67.
5. If you are planning to attend college after graduation, place a diagonal in box 18 and in the space for Educational Goal write whether you plan to apply to a four-year college, two-year college or a vocational/business school.
6. If you do not plan to go to school/college write the words high school diploma in the space for Educational Goal.
7. Place a diagonal in box 19 if you waste a lot of time each day.

8. Do you have an idea of what kind of job you would like in the future? If not, place a diagonal in boxes 76, 77, and 78. Also, in the space after Occupational Goal write the word "undecided".

9. If you have a long range occupational goal, place a diagonal in box 79 and write your goal in the space following Occupational Goal.

10. If your personal data sheet and file are not up to date and complete, place a diagonal in boxes 20 and 21.

11. Place a diagonal in boxes 22, A and B, if you need to know where to find a job.

12. If you are planning to contact people about new jobs, place a diagonal in boxes 23 and 31.

13. If you have not filled out a job application, place a diagonal in boxes 24, 34, and 35.

14. Place a diagonal in box 25 if you have not looked into an industry, a business, or a job before an interview.

15. Place a diagonal in box 26 if you do not have a current resume.

16. If you are planning to interview for a new job in the next few months, place a diagonal in boxes 27, 28, 29, and 30.

17. If you have been interviewed and not gotten a job or have never been interviewed for a job, place a diagonal in box 32.

18. If you feel unsure and doubt is keeping you from getting ahead on the job, place a diagonal in box 33.

19. If you are a person who comes to work late, place a diagonal in boxes 40 and 54.

20. Place a diagonal in box 41 if you have disagreed with a customer.

21. If you are no longer the newest employee on the job, place a diagonal in box 42.

22. If you have been working for less than six weeks, place a diagonal in box 43.

23. If you have ever been fired from a job or come close to it, place a diagonal in boxes 44, 63, and 66.

24. If you are planning to leave your job in the next few months, place a diagonal in boxes 61, 62, and 65.

25. If you feel you deserve a raise, place a diagonal in boxes 57, 60, 71, G and DD.

26. Place a diagonal in boxes 69, 70, and 72 if you have been doing the same duties on your job for over a year.

27. Do you know the types of attitudes, habits, and skills that are expected of you by your employer? If not, place a diagonal in boxes 73, 74, and 75.

28. If you do not know what a fringe benefit is, place a diagonal in box 80.

29. If you do not know what FICA is, place a diagonal in box 82.

30. Are you aware of safety and health regulations and programs, including Workers' Compensation? If not, place a diagonal in boxes 83 and 84.

31. If you do not have your own charge accounts and/or credit cards, place a diagonal in box 85.

32. If you do not have a checking account, place a diagonal in box 86.

33. If you do not have a savings account, place a diagonal in box 87.

34. Do you run out of money before the end of the month? If you do, place a diagonal in box 88.

35. Do you have a plan for reaching your financial goals? If you don't, place a diagonal in box 89.

36. Place a diagonal in box 90 if you have ever wondered why you make so much but take home so litte.

37. If you do not know what a W-4 is, place a diagonal in box 91.

38. If you do not know what a W-2 is, place a diagonal in box 92.

39. If you need help in filing your income tax return, place a diagonal in box 93.

40. Payroll deductions can be very puzzling. If FICA's and withholding taxes confuse you, place a diagonal in box 94.

41. Place a diagonal in box C if you do not clearly understand your legal rights as an employee.

42. If you are not getting anything out of your present job that you can use on your next job, place a diagonal in boxes D, E, F, and EE.

43. Place a diagonal in box J if you do not understand employee benefits.

44. If you think by doing your work well you will always be able to keep your job, place a diagonal in boxes 68 and 81.

45. Has your boss ever been upset with you? If your answer is yes, then place a diagonal in boxes 56 and 58.

Activity # 2 TITLE: Employer Survey

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	☒
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	☒
Profit vs. Loss	G	☒
Health and Safety	H	☒
Pay/Wages	I	☒
Employee Benefits/Rights	J	☒
Consumer Considerations	K	☒
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	☒
Getting Along with Others	O	☒
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	☒
Initiative	R	
Competitive	S	☒
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	☒
Aptitudes	W	
Abilities	X	☒
Interests	Y	☒
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communicitations	BB	☒
Following Directions	CC	☒
Productivity	DD	☒
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	☒
Finances	HH	☒
Decision-Making Skills	II	☒
Planning	JJ	☒

This activity is designed to collect information from employers.

Methods

Recommended that about 25% of employers participating in the work experience education program be surveyed each year.

Resource

Recommended that this survey be given in the spring of each year for use in planning curriculum for next school year

Main Idea

To keep updated with the general needs of all student employees.

Employer Participation

Inform employers how the survey results are going to be used.

Coordinator Notes

TITLE: Employer Survey*

Directions: The following items are all part of what it takes to be a successful employee. Please indicate with a check (✓) in the appropriate space how important you feel each of the following factors are for people to be successful employees.

	Somewhat Important	Important	Very Important	For Coordinator Use
1. Understand the laws that relate to employment.	( )	( )	( )	C
2. Be able to apply what they learn in school to the activities on the job.	( )	( )	( )	D
3. Be able to relate previous experiences to current tasks.	( )	( )	( )	E
4. Understand how their job supports the production of goods or rendering of services provided by a company.	( )	( )	( )	F
5. Understand how each employee contributes to the profit or loss of the company.	( )	( )	( )	G
6. Understand how health and safety regulations benefit both the employee and customer.	( )	( )	( )	H
7. Be able to compute own gross/net pay.	( )	( )	( )	I
8. Understand employee benefits.	( )	( )	( )	J
9. Be aware of employee rights.	( )	( )	( )	K
10. Be responsible.	( )	( )	( )	M
11. Be reliable and dependable.	( )	( )	( )	N
12. Have good employee/employer relations.	( )	( )	( )	O
13. Have good employee/customer relations.	( )	( )	( )	P
14. Be a loyal employee.	( )	( )	( )	Q
15. Understand the competitive nature of employment.	( )	( )	( )	S
16. Be confident.	( )	( )	( )	V
17. Have the abilities needed to do their job.	( )	( )	( )	X
18. Be interested in their work.	( )	( )	( )	Y
19. Be able to express themselves clearly.	( )	( )	( )	AA
20. Take/write messages and notes.	( )	( )	( )	BB
21. Follow directions.	( )	( )	( )	CC
22. Be productive.	( )	( )	( )	DD
23. Learn specific job skills.	( )	( )	( )	EE
24. Understand how the taxes of each employee contribute to the cost of government.	( )	( )	( )	GG
25. Understand payroll deductions.	( )	( )	( )	GG
26. Be able to handle their own money.	( )	( )	( )	HH
27. Be able to make job-related decisions.	( )	( )	( )	II
28. Plan ahead.	( )	( )	( )	JJ

List any additional factors you feel are important for employees to be successful.

---

* Calif. State Dept. of Education, Vocational Education Division, H. Sweeny and A. Matto, 1980.

Activity # 3 TITLE: Student Self-Evaluation

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	☒
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	☒
Getting Along with Others	O	☒
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	☒
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	☒
Following Directions	CC	☒
Productivity	DD	☒
Job Related Skills	EE	
Rules and Regulations	FF	☒
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	☒

This activity is designed for all students.

Methods

Individual activity

Resources

- On-the-job observations
- On-the-job experiences
- On-the-job evaluations

Time

Student can complete activity within one classroom period.

Main Idea

To inform the coordinator about how the student perceives his or her performance on the job.

Employer Participation

Have employers complete a similar evaluation form. (Activity # 4)

Vocabulary

coordinator	
job-related	regulations
self-evaluation	attitude
customer	signature

Coordinator Notes

Do not show the student self-evaluations to employers, but use the results of this evaluation to question employer.

Activity # 3

TITLE: Student Self-Evaluation

Name ______________________________

Grade Level ______________ Semester __________

Employer ______________________________

Length of time on this job ______________

Directions: Check (✓) the column that best tells how you feel you are doing on the job in the following areas:

	Always	Usually	Sometimes	Some Improvement Needed	Vast Improvement Needed	For Coordinator Use
- Follow the health and safety laws that apply to your job.						H
- Make an effort to learn, improve and advance on the job.						L
- Show up for work on time and also begin work on time.						N
- Work well with other workers.						O
- Try to please even the most difficult customer.						P
- Are loyal and honest towards the company.						Q
- Begin and complete jobs on your own.						R
- Explain and discuss information and ideas clearly.						AA
- Take and write messages correctly and clearly.						BB
- Follow directions.						CC
- Help make money for your company by being a good worker.						DD
- Follow the rules and regulations of the company.						FF
- Make job-related decisions.						II
- Organize and plan job-related activities.						JJ

- Do you feel you have the skills and attitude to be a full-time worker with this employer or some other company? Yes_____ No_____

If not, what do you need? ______________________________
(Use other side if necessary.)

____
Date

____
Student Signature

Activity # 4 TITLE: Employer Evaluation

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	☒
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	☒
Getting Along with Others	O	☒
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	☒
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	☒
Following Directions	CC	☒
Productivity	DD	☒
Job Related Skills	EE	
Rules and Regulations	FF	☒
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	☒

This activity is designed to provide employer input into the program.

Methods

Individual activity with follow-up discussion is recommended.

Resources

- On-the-job observations
- On-the-job experiences
- On-the-job evaluations
- Assessment instrument

Time

Evaluation can be completed in one service call.

Main Idea

Provide input into areas that the student needs to improve upon.

Employer Participation

Stress with the employers the need to be honest in their evaluation so that the student does not receive a false impression of the world of work. (example - a straight A evaluation just for the grade when there are obvious areas of weakness)

Coordinator Notes

Activity # 4

TITLE: Employer Evaluation

Student ______________________________

School ____________________ Semester ____________

Employer ______________________________

Please return by ______________________________

Directions: Evaluate the student's progress by placing a check (✓) in the column that best indicates your rating of the student's skills, knowledge, and attitudes on the job.

	Always	Usually	Sometimes	Some Improvement Needed	Vast Improvement Needed	For Coordinator Use
- Follows the health and safety laws for the job.						H
- Makes an effort to learn, improve and advance on the job.						L
- Shows up for work on time and also begins work on time.						N
- Works well with other workers.						O
- Tries to please even the most difficult customer.						P
- Is loyal and honest towards the company.						Q
- Begins and completes jobs on his/her own.						R
- Explains and discusses information and ideas clearly.						AA
- Takes and writes messages correctly and clearly.						BB
- Follows directions.						CC
- Is a productive employee.						DD
- Follows the rules and regulations of the company.						FF
- Makes job-related decisions.						II
- Organizes and plans job-related activities.						JJ

- Do you feel this student has the skills and attitude to be a full-time worker with you or some other company? Yes _____ No _____

If not, what is needed? ______________________________

(If necessary, continue on reverse side.)

__________________ Date

__________________ Employer's Signature

Activity # 5 TITLE: Supervision/Service Calls

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed to help the coordinators organize and plan their supervision/service calls.

Methods

Recommend follow-up discussion with student when appropriate.

Resources

- Community contacts/resources

Time

Helps a coordinator save time without a loss in program quality.

Main Idea

To organize and record service call information in a simple but efficient manner.

Employer Participation

Ask employers how student is doing in areas that need improvement.

Coordinator Notes

Activity # 5

Name____________________

Semester/Year__________________

TITLE: Supervision/Service Calls

Place of Employment____

Contact Person__________________Title______________Phone (   )________

Address____

Directions____

Best Time to Call____________________Student Hours__________________

Contacts	Date of Student Conferences
Date of Call__________________ in-person phone letter Purpose of Call: a b c d e f	
Date of Call__________________ in-person phone letter Purpose of Call: a b c d e f	
Date of Call__________________ in-person phone letter Purpose of Call: a b c d e f	
Date of Call__________________ in-person phone letter Purpose of Call: a b c d e f	

Date	Learning Activities	Evaluation	Date
		1 2 3 4 5	
		1 2 3 4 5	
		1 2 3 4 5	
		1 2 3 4 5	

Purpose of Calls

a. Introduction to Work Experience Education
b. Student Progress
c. Observation of Student
d. Employer Participation
e. Coordinator Assistance
f. Problem Solving

Evaluation

1. Outstanding Accomplishment
2. Learning Activity Accomplished
3. Significant Progress
4. Some Improvement Needed
5. Vast Improvement Needed

Activity # 6 TITLE: On-the-Job Learning Activities

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	☒
Interests	Y	☒
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is required for all students.

Methods

Individual activity.

Resources

- On-the-job observations
- On-the-job experiences
- On-the-job evaluations
- Community contacts/resources

Time

Activity can be completed with on-site supervision/service calls.

Main Idea

To identify student learning that is taking place on the job.

Employer Participation

To direct, observe, and evaluate student learning on the job.

Coordinator Notes

Activity # 6 Name ____________________

TITLE: On-the-Job Learning Activities

Dear Work Experience Employer:

Thank you for providing a learning opportunity for your student employee in the world of work and cooperation with the Work Experience Education program.

Your student employee will have the opportunity to gain high school credit for the learning that is taking place on the job site. To receive credit, the student must participate in learning activities and identify the learning that is taking place.

The following worksheet will provide the basis for that identification, participation and evaluation of the students on the job learning activities plan for this semester.

JOB TITLE

Type of WEE: V G E

EVALUATION

At the end of the grading period, place a check in the appropriate column below which best evaluates the student's learning progress

1. Describe your student's five most important job duties.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

f. ____________________

Activity Code		Outstanding Accomplishment	Accomplished	Significant Progress	Improvement Needed	Not Accomplished
	2. List two present job activities your student should improve on.	▨	▨	▨	▨	▨
	*a. ____________________					
	*b. ____________________					
▨	3. List two new job activities your student should learn in order to qualify for a raise or promotion.	▨	▨	▨	▨	▨
	*a. ____________________					
	*b. ____________________					

Please discuss this worksheet with your student employee. Sign and date. Your student will return the worksheet to me, and I will bring it to you at the end of the grading period to go over the student's learning progress with you in the asterick (*) areas. At that time we will use the column at the right to record the student's learning progress.

______ / ______
Employer Initials/ date

____________________ Student Signature Date

____________________ Employer Signature Date

____________________ Coordinator Signature Date

Thank you for providing a learning opportunity for your student employee in the world of work and cooperating with the Work Experience Education Program.

Activity # 7 **TITLE: Individual Student Plan and Record**

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		☒
How to Leave a Job		☒
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	☒

This form is used to record the activities that will meet student needs as well as to provide a time line and a record of student progress.

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations
- Career Center
- Community contacts/resources
- Assessment instruments

Time

Continues all year.

Main Idea

Increase the ability of a coordinator in meeting identified student needs.

Employer Participation

Ask employers to verify student on-the-job progress.

Coordinator Notes

Attached to Activity # 7 is Activity # 7-A. Have each of your students complete Activity # 7-A and return it to you. Make all of your classes do Activity # 7-A and use them as the basis of your group instructional activities.

Activity # 7 TITLE: Individual Student Plan and Record

Name____________________ Semester/Year__________

Place of Employment______________________________

STUDENT GOALS Educational Goal:____________________

____

Occupational Goal:______________________________

Input Activities

1	2	3	4	5	6	7	8	9

Major Accomplishments

____ New Job ____ Recommendation
____ Personal File ____ Future Decision
____ Job Progress ____ Savings
____ Raise ____ Checking
____ Promotion ____ Taxes
____ Left Property ____ Credit

Additional comments on reverse side

OBJECTIVES

Career Development

10	11	12	13	14	15	16	17	18	19

76	77	78	79

How to Get a Job

20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35

How to Keep a Job

40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59

How to Leave a Job

60	61	62	63	65	66	67	68	69	70	71	72	73	74	75

Economic Awareness

80	81	82	83	84	85	86	87	88	89	90	91	92	93	94

ACTIVITY NUMBERS

		STUDENT	EMPLOYER	COORDINATOR
OBJECTIVES				
How to Get a Job				
How to Keep a Job				
How to Leave a Job				
Self-Knowledge				
Career Preparation				
Career Decision-Making				
Economic Awareness				
DEVELOPMENTAL LINKAGES Knowledge of				
Occupational Information	A			
Occupational Opportunities	B			
Laws	C			
Related Education and Training	D			
Related Experiences	E			
Industry	F			
Profit vs. Loss	G			
Health and Safety	H			
Pay/Wages	I			
Employee Benefits/Rights	J			
Consumer Considerations	K			
Attitudes				
Motivation/Ambition	L			
Being Responsible	M			
Reliable/Dependable	N			
Getting Along with Others	O			
Employee Customer Relations	P			
Loyalty/Honesty	Q			
Initiative	R			
Competitive	S			
Self-Awareness				
Job Satisfaction	T			
Life Style	U			
Confidence	V			
Aptitudes	W			
Abilities	X			
Interests	Y			
Values	Z			
Skills				
Oral Communications	AA			
Written Communications	BB			
Following Directions	CC			
Productivity	DD			
Job Related Skills	EE			
Rules and Regulations	FF			
Taxes	GG			
Finances	HH			
Decision-Making Skills	II			
Planning	JJ			

Activity # 7 continued page 2 Name____________________________

The purpose of this page is to help your teacher/coordinator total the employability needs of all the students in the program.

Directions: You will need your copy of page 1 of this activity in order to complete this page.

1. For every number and letter on page 1 of this activity that you placed a line through, place a line through the same number and letter on this page.

Career Development	Get A Job	Keep A Job	Leave A Job	Economics	Linkages
10	20	40	60	80	A
11	21	41	61	81	B
12	22	42	62	82	C
13	23	43	63	83	D
14	24	44	65	84	E
15	25	54	66	85	F
16	26	56	67	86	G
17	27	57	68	87	DD
18	28	58	69	88	EE
19	29		70	89	
76	30		71	90	
77	31		72	91	
78	32		73	92	
79	33		74	93	
	34		75	94	
	35				

Activity # 7 continued page 3 Name____________________

STUDENT OUTCOMES SUMMARY Semester/Year________________

The purpose of this page is to summarize your major accomplishments of the semester/year.

Directions: Follow your teacher/coordinator instructions in order to complete this page properly.

1. Write your on-the-job objectives in the How to Keep a Job section.
2. Place a check (✓) in the column titled ATTEMPTS to indicate those objectives you plan to complete during this semester/year.
3. Place a check (✓) in the column titled OUTCOMES to indicate those objectives you have accomplished during this semester/year.

OBJECTIVES/OUTCOMES	ATTEMPTS	OUTCOMES	EVALUATION
HOW TO GET A JOB			
Complete a resume			on file
Complete application on location			community
Participate in an interview(s)			community
Complete personal file			on file
HOW TO KEEP A JOB			
Obtain a raise			employer
Obtain a promotion			employer
Progress on the job by			
			employer
			employer
			employer
HOW TO LEAVE A JOB			
Get a letter of recommendation			on file
Leave a job properly			employer
CAREER DEVELOPMENT			
Interview a worker			on file
Visit potential job site			community
Make decision about future job			student
Visit college/training campus			community
Make decision about training/school			student
ECONOMIC AWARENESS			
Open a savings account			student
Open a checking account			student
Obtain a credit rating			student
Complete Income tax return			coordinator
OTHER			

Activity # 8 TITLE: Student's Weekly Report

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	☒
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	☒
Following Directions	CC	☒
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

Activity designed for all students.

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations

Time

Student can complete activity within one classroom period.

Main Idea

Keep an ongoing record of time worked and an avenue of communication between employer, coordinator, and student.

Employer Participation

Inform employers that the form should be completed weekly to verify the hours the student worked on the job and that the employer should feel free to add any comments regarding the job, if appropriate.

Vocabulary

WEE coordinator
recommendation
supervisor
deductions
verified

conference
optional
employer
customer
employee

Coordinator Notes

Activity # 8 (Option #1) DO NOT WRITE ON THIS PAGE

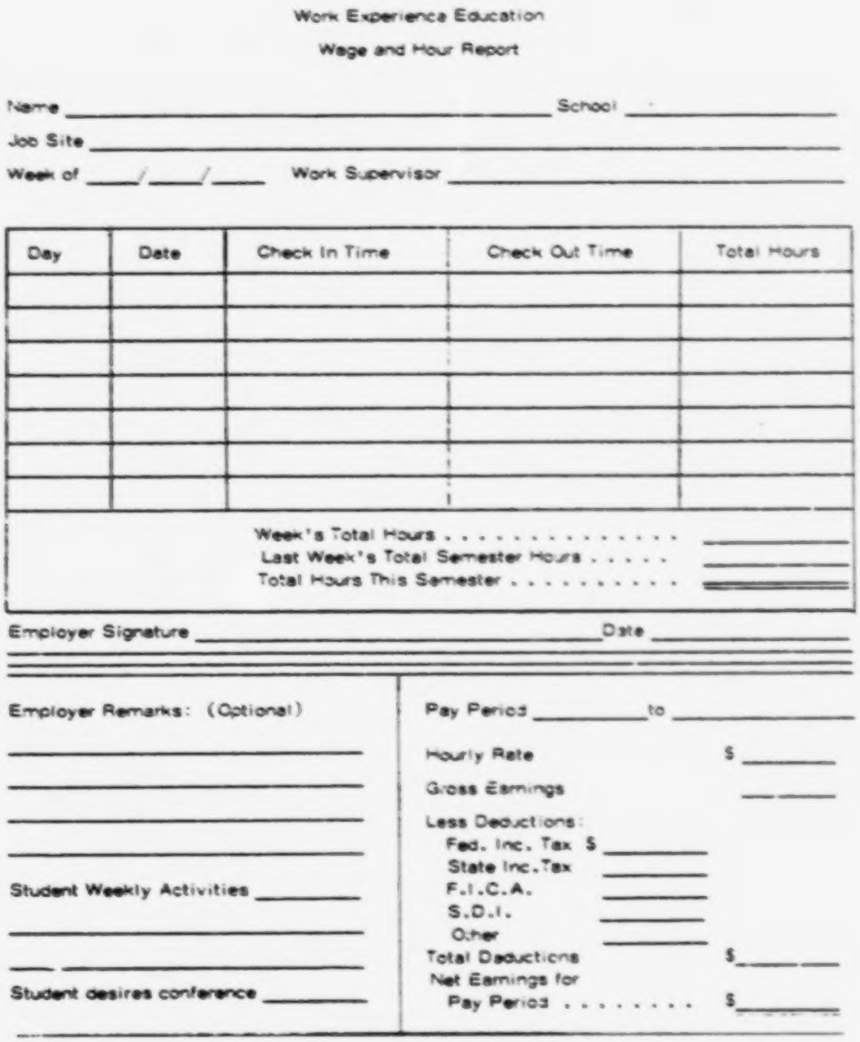
TITLE: **Student's Weekly Report**

Each week you need to complete a Student's Weekly Report.

Directions:

Obtain a copy of the proper report form from your WEE coordinator. A sample is shown below on this page.

See pages 2, 3, and 4 of this activity. These pages will help you complete your report each week.



Work Experience Education
Wage and Hour Report

Name ______________________ School ____________
Job Site ______________________________
Week of ___/___/___ Work Supervisor ______________

Day	Date	Check In Time	Check Out Time	Total Hours

Week's Total Hours . . . . ________
Last Week's Total Semester Hours . . . . . . ________
Total Hours This Semester . . . . ________

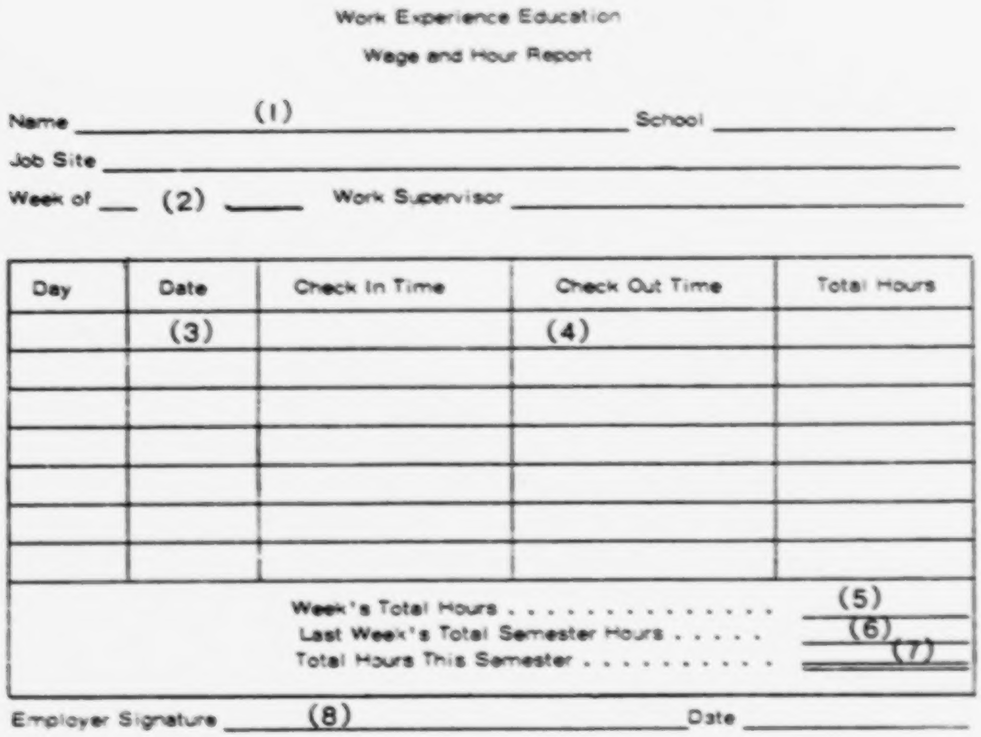
Employer Signature ______________________ Date ____________

Employer Remarks: (Optional)

Student Weekly Activities ________

Student desires conference ________

Pay Period ________ to ________
Hourly Rate $ ________
Gross Earnings ________
Less Deductions:
Fed. Inc. Tax $ ________
State Inc. Tax ________
F.I.C.A. ________
S.D.I. ________
Other ________
Total Deductions $ ________
Net Earnings for Pay Period . . . . $ ________



Work Experience Education

Wage and Hour Report

Name (1) School

Job Site

Week of (2) Work Supervisor

Day	Date	Check In Time	Check Out Time	Total Hours
	(3)		(4)	

Week's Total Hours . . . . (5)
Last Week's Total Semester Hours . . . . . . (6)
Total Hours This Semester . . . . (7)

Employer Signature (8) Date

1. Print your name, school, and job site. Also, print the name of your work supervisor.
2. Write in the date of the Monday that begins the week reported.
3. Record the day and date beginning with Monday.
4. Record the times checked in and out. Also, record the total hours worked and/or OFF.
5. Total the hours worked for that week.
6. Record last week's total hours, and add to this week's TOTAL for 7.
7. Record the running TOTAL for the semester.
8. Have the employer or a supervisor sign and date this report.

Pay Period ________ to (9)

Hourly Rate		$ (10)
Gross Earnings		(11)
Less Deductions:		
Fed. Inc. Tax	$ (12)	
State Inc. Tax	(13)	
F.I.C.A.	(14)	
S.D.I.	(15)	
Other	(16)	
Total Deductions		$ (17)
Net Earnings for Pay Period		$ (18)

Note: These questions should be answered only when you receive a paycheck.

9. Each time you receive a check, write in the date of that pay period.

10. Hourly rate is dollars paid per hour.

11. Gross Earnings is the total amount of money made for the pay period.

12. Fed. Inc. Tax (Federal Income Tax) is money taken from your check for Federal Tax. This is according to how you filled out your W-4.

13. State Inc. Tax (State Income Tax) is taken out for state tax payments.

14. FICA is your Social Security payment.

15. SDI (State Disability Insurance) payments are 1 percent of your gross pay.

16. Other can be union dues, credit plans, meals, etc.

17. Add the total deductions and subtract that amount from the gross earnings.

18. Net Earnings for the pay period is the amount left after subtracting Item 17 from 11.

Employer Remarks: (Optional)
(19)

Student Weekly Activities
(20)

Student desires conference (21)

19. Employer remarks are made in this location.

20. Copy the codes below. They show the activities that took place on your job during the past week:

Code	Activity
jp	Assigned new duties
AA 73	Talked to employer or supervisor about duties
N 40	Was late for work
N 46	Missed a day of work
P 41	Had to handle a problem customer
CC 45	Didn't follow directions
EE 48	Performed a job task wrong
FF 44	Got a warning about being fired or got fired
O 52	Disagreed with another employee
CC 53	Felt like telling the boss off or told boss off
pr	Got a promotion
ra	Asked for and/or got a raise
II 17	Decided to leave job in near future
AA 61	Told employer of intention to leave
re	Got a Letter of Recommendation from employer
lp	Left job properly
I 94	Received pay check and checked for errors
DD 50	Did job task without knowing reasons

Note: Small letters in the code indicate a student outcome. These outcomes should be recorded on the Individual Student Plan and Record (Activity # 7). The capital letters and numbers refer to related activities.

21. Place a check if you want to meet with your coordinator.

Activity # 8 (Option # 2) DO NOT WRITE ON THIS PAGE

TITLE: **Student's Weekly Report**

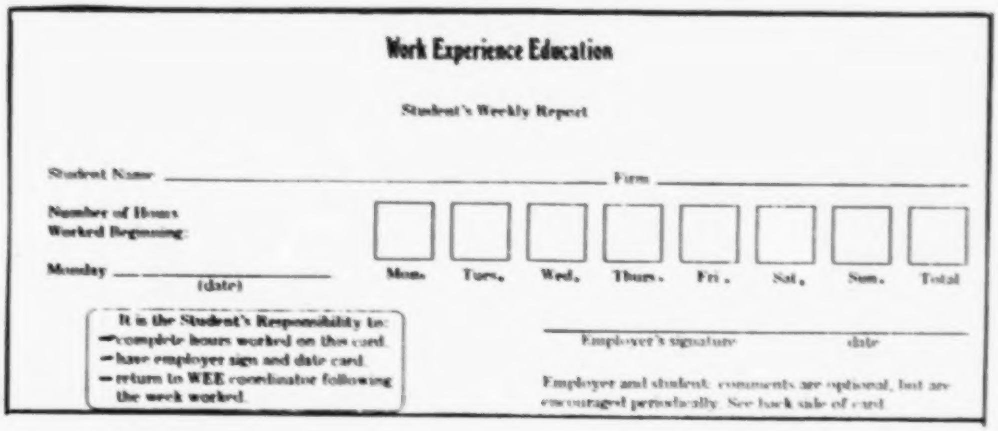
Each week you need to complete a Student's Weekly Report.

Directions:

Obtain a copy of the proper report form from your coordinator. A sample is shown below on this page.

See pages 2 and 3 of this activity. These pages will help you complete your report each week.

Front Side



Work Experience Education

Student's Weekly Report

Student Name ______________________ Firm ______________

Number of Hours Worked Beginning:

Monday ______________
(date)

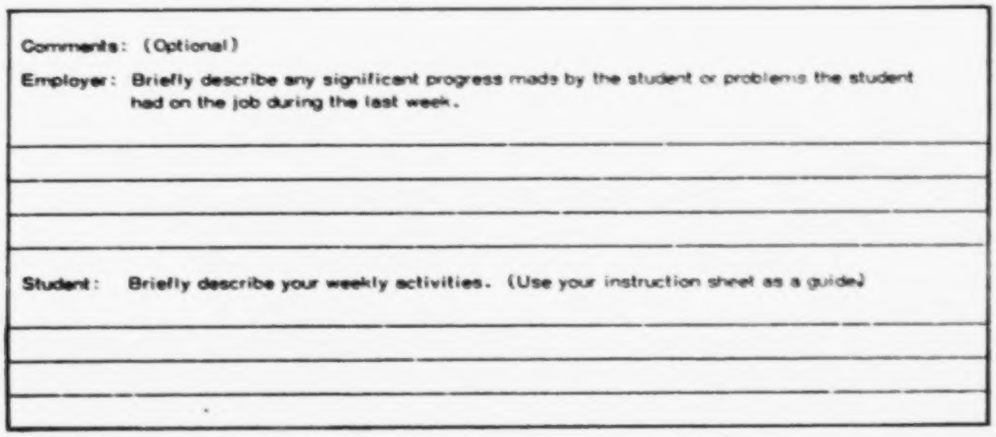
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Total
☐	☐	☐	☐	☐	☐	☐	☐

It is the Student's Responsibility to:
- complete hours worked on this card.
- have employer sign and date card.
- return to WEE coordinator following the week worked.

____
Employer's signature date

Employer and student comments are optional, but are encouraged periodically. See back side of card.

Back Side



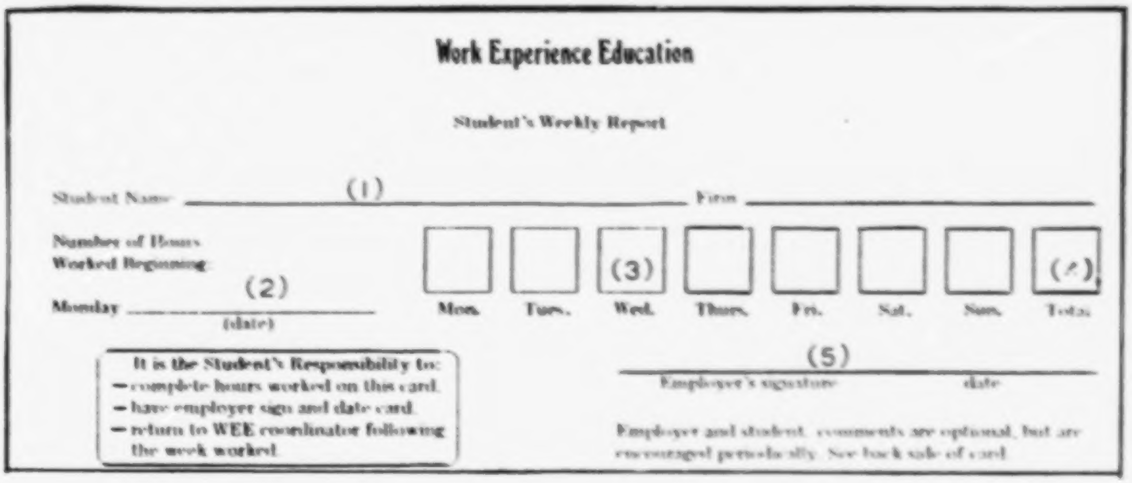
Comments: (Optional)

Employer: Briefly describe any significant progress made by the student or problems the student had on the job during the last week.

Student: Briefly describe your weekly activities. (Use your instruction sheet as a guide)

Activity # 8 (Option # 2) continued page 2

Front Side



Work Experience Education

Student's Weekly Report

Student Name ________ (1) ________ Firm ________

Number of Hours
Worked Beginning
Monday ________ (2) ________
(date)

		(3)					(4)
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Total

It is the Student's Responsibility to:
- complete hours worked on this card.
- have employer sign and date card.
- return to WEE coordinator following the week worked.

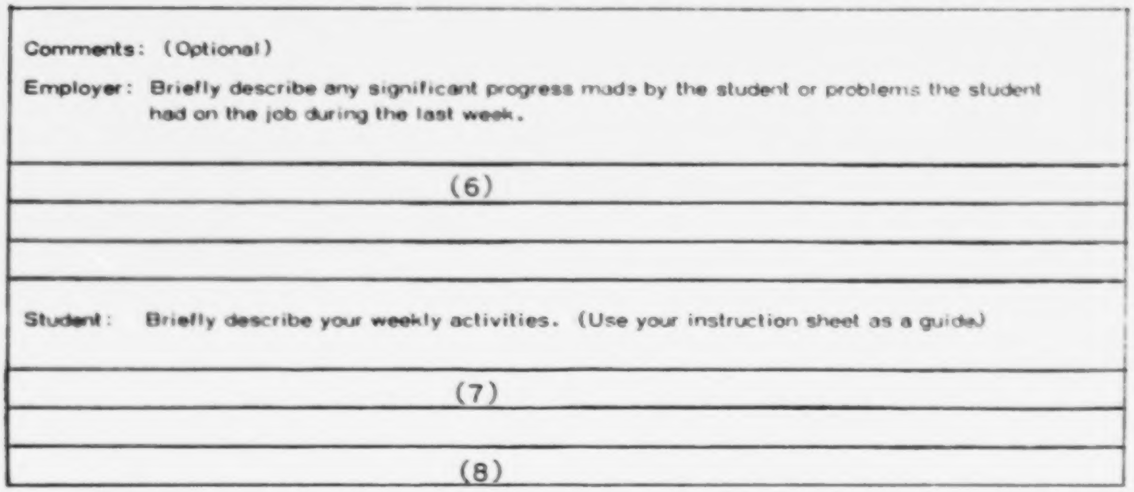
________ (5) ________
Employer's signature date

Employer and student comments are optional, but are encouraged periodically. See back side of card.

1. Print your name and the name of the company for which you are working.
2. Write in the date of the Monday that begins the week reported.
3. Record the hours worked each day. Write OFF in the space if you did not work on that day.
4. Record the total hours worked for the week.
5. Have the employer/supervisor sign and date the card.

Activity # 8 (Option # 2) continued page 3

Back Side



Comments: (Optional)

Employer: Briefly describe any significant progress made by the student or problems the student had on the job during the last week.

(6)

Student: Briefly describe your weekly activities. (Use your instruction sheet as a guide)

(7)

(8)

6. Have the employer list his or her comments.

7. Copy the codes below. These codes show the activities that took place on your job during the past week.

Code	Activity
jp	Assigned new duties
AA 73	Talked to employer or supervisor about duties
N 40	Was late for work
N 46	Missed a day of work
P 41	Had to handle a problem customer
CC 45	Didn't follow directions
EE 48	Performed a job task wrong
FF 44	Got a warning about being fired or got fired
O 52	Disagreed with another employee
CC 53	Felt like telling the boss off or told the boss off
pr	Got a promotion
ra	Asked for and/or got a raise
II 17	Decided to leave job in near future
AA 61	Told employer of intention to leave
re	Got a Letter of Recommendation from employer
lp	Left job properly
I 94	Received pay check and checked it for errors
DD 50	Did a job task without knowing the reasons

8. If you want to meet with your coordinator, write the word conference.

Activity 8 (Option # 3) DO NOT WRITE ON THIS PAGE

TITLE: Student's Weekly Report

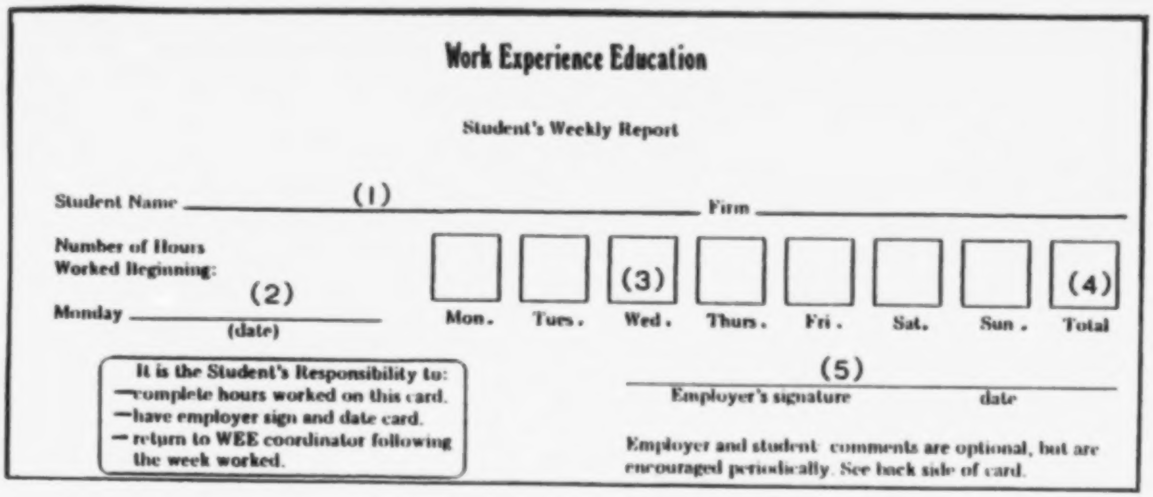
Each week you need to complete a Student's Weekly Report.

Directions:

Obtain a copy of the proper report form from your coordinator. A sample of the form is shown below.

Obtain a copy of your summary page and comment page from your coordinator.

See page 2 of this activity. This page will help you complete your weekly report.



Work Experience Education

Student's Weekly Report

Student Name (1) Firm

Number of Hours Worked Beginning:

Monday (2) (date)

		(3)					(4)
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Total

It is the Student's Responsibility to:
—complete hours worked on this card.
—have employer sign and date card.
— return to WEE coordinator following the week worked.

(5)
Employer's signature date

Employer and student comments are optional, but are encouraged periodically. See back side of card.

1. Print your name and the name of the firm for which you are working.
2. Write in the date of the Monday that begins the week reported.
3. Record the hours worked each day. Write OFF in the space if you did not work on that day.
4. Record the total hours worked for the week.
5. Have the employer/supervisor sign and date card.

Activity # 8 (Option # 3) continued page 2

Summary Page
Student Weekly Report

	Week # 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Additional Hours
Beginning date	(6)																		
Total hours verified this week	(7)																		
Total hours verified for semester	(8)																		
Weekly Activities								(11)											
- Assigned new duties																			
- Talked to employer or supervisor about duties	(9)																		
- Was late for work																			
- Missed a day of work																			
- Had a problem customer																			
- Didn't follow directions																			
- Performed a job task wrong																			

6. On the summary page, write in the date of the Monday that begins the week being reported.

7. Record the total hours verified on the summary page.

8. Record the total hours verified to date for the semester.

9. Place a check mark in the Week # column. This indicates the activities that took place during the week.

10. On the Comment page, note the most important activity that took place during the week.

11. Repeat this for each week of the semester that you work.

Comment Page

Week #	Student Weekly Report - - - Comments
1	
2	(10)
3	
4	

Activity # 8

Name ____________________ Semester/Year ____________________

Summary Page

Student Weekly Report

	Week #																		Additional Hours
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Beginning date																			
Total hours verified this week																			
Total hours verified for semester																			
Weekly Activities																			
- Assigned new duties																			
- Talked to employer or supervisor about duties																			
- Was late for work																			
- Missed a day of work																			
- Had a problem customer																			
- Didn't follow directions																			
- Performed a job task wrong																			
- Got a warning about being fired or got fired																			
- Disagreed with another employee																			
- Felt like telling the boss off or told boss off																			
- Got a promotion																			
- Asked for and/or got a raise																			
- Decided to leave job in near future																			
- Told employer of intention to leave																			
- Got a Letter of Recommendation																			
- Left job properly and/or quit job																			
- Received paycheck and checked for errors																			
- Did job task without knowing why																			

Activity # 8 Comment Page

Name____________________________

Week #	Student Weekly Report --- Comments
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	

Summary Page

Student Weekly Report

Activity # 8

Name ______________

Semester/Year ______________

	Week # 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Additional Hours		
Beginning date																					
Total hours verified this week																					
Total hours verified for semester																					

Weekly Activities																			Notes
- Assigned new duties																			Job Progress
- Talked to employer or supervisor about duties																			AA-73-74-75
- Was late for work																			N - 40 - 54
- Missed a day of work																			N - 46
- Had a problem customer																			P - 41
- Didn't follow directions																			CC - 45 - 49
- Performed a job task wrong																			EE - 48
- Got a warning about being fired or got fired																			FF - 44 - 63
- Disagreed with another employee																			O - 52
- Felt like telling the boss off or told boss off																			CC - 53
- Got a promotion																			Promotion
- Asked for and/or got a raise																			Raise
- Decided to leave job in near future																			11 - 17 - 62
- Told employer of intention to leave																			AA - 61 - 62
- Got a Letter of Recommendation																			Recommendation
- Left job properly and/or quit job																			Left Properly
- Received paycheck and checked for errors																			I - 94
- Did job task without knowing why																			DD - 50

Work Experience Education

Wage and Hour Report

Name______________________________School__________

Job Site____

Week of____/____/____ Work Supervisor______________________

Day	Date	Check-In Time	Check-Out Time	Total Hours

Week's Total Hours	________
Last Week's Total Semester Hours . .	________
Total Hours this Semester	________

Employer Signature________________________Date__________

Employer Remarks: (Optional)

____

____

____

____

Student Weekly Activities____

____

____

Student desires conference___

Pay Period__________to__________

Hourly Rate		$________
Gross Earnings		________
Less Deductions:		
Fed. Inc. Tax	$______	
State Inc. Tax	______	
F.I.C.A.	______	
S.D.I.	______	
Other	______	
Total Deductions		$________
Net Earnings for Pay period		$________

Comments: (Optional)

Employer: Briefly describe any significant progress made by the student or problems the student had on the job during the last week.

Student: Briefly describe your weekly activities. (Use your instruction sheet as a guide.)

Work Experience Education

Student's Weekly Report

Student Name ______________________ Firm ______________

Number of Hours Worked Beginning:

Monday ______________
(date)

☐	☐	☐	☐	☐	☐	☐	☐
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Total

It is the Student's Responsibility to:
- complete hours worked on this card.
- have employer sign and date card.
- return to WEE coordinator following the week worked.

____
Employer's signature date

Employer and student comments are optional, but are encouraged periodically. See back side of card.

Activity # 9 TITLE: Student Profile

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		☒
How to Leave a Job		☒
Self-Knowledge		☐
Career Preparation		☐
Career Decision-Making		☐
Economic Awareness		☐
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☐
Laws	C	☐
Related Education and Training	D	☒
Related Experiences	E	☐
Industry	F	☐
Profit vs. Loss	G	☐
Health and Safety	H	☐
Pay/Wages	I	☐
Employee Benefits/Rights	J	☐
Consumer Considerations	K	☐
Attitudes		
Motivation/Ambition	L	☐
Being Responsible	M	☒
Reliable/Dependable	N	☐
Getting Along with Others	O	☐
Employee-Customer Relations	P	☐
Loyalty/Honesty	Q	☐
Initiative	R	☐
Competitive	S	☐
Self-Awareness		
Job Satisfaction	T	☐
Life Style	U	☐
Confidence	V	☐
Aptitudes	W	☐
Abilities	X	☐
Interests	Y	☐
Values	Z	☒
Skills		
Oral Communications	AA	☐
Written Communications	BB	☐
Following Directions	CC	☐
Productivity	DD	☐
Job Related Skills	EE	☐
Rules and Regulations	FF	☐
Taxes	GG	☐
Finances	HH	☐
Decision-Making Skills	II	☐
Planning	JJ	☐

Activity is designed for all students prior to being accepted into Work Experience Education program.

Methods

Individual activity

Resources

- Classroom instruction
- Assessment instrument

Time

Student can complete activity within one classroom period although student will need time outside of class to obtain necessary signatures for enrollment.

Main Idea

Help coordinator to screen students for the program.

Employer Participation

Approve student for program.

Vocabulary

physical defects
valid
social security
transportation
guardian
employee
employer
graduation
vocational
occupational
apprenticeship
military
supervisor

Coordinator Notes

Activity # 9

TITLE: Student Profile

Directions: Please fill out the following form completely. It is an application for enrollment in the Work Experience Education Program. It will also provide information for developing your learning activity plan for the course.

Personal (Please Print)

Name ______________________________ School ______________
(last) (first)

Address ____
(street) (city) (ZIP)

Social Security Number ______________ Telephone ______________

Age, if under 18 __________ Height ____________ Weight ____________

List any physical defects ____________________________________

Do you have a valid driver's license? Yes ____ No ____

What form of transportation do you use, or will you use, to and from work?

____

Father's or
Guardian's Name ______________________ Occupation ______________

Place of Business ______________________ Telephone ____________

Mother's or
Guardian's Name ______________________ Occupation ______________

Place of Business ______________________ Telephone ____________

In case of emergency, notify ____________________ Phone ____________

Address ____
(street) (city) (ZIP)

References

List three (3) teachers: ______________ ______________ ______________

Other References:

Name	Address	Phone	Position/Title

Activity # 9 continued page 2 Name____________________

School Information

Write your current class schedule. Also, write your proposed class schedule as if you are accepted into the Work Experience Education Program.

Current Schedule for
__________semester 19___

PERIOD	CLASS	TEACHER	ROOM

Proposed Schedule for
__________semester 19___

PERIOD	CLASS	TEACHER	ROOM

Counselor's Name______________________________________

List your vocational courses that you have completed.

Course	Grade	Course	Grade

List courses you have been successful in and/or enjoyed taking.

____

____

List school activities, hobbies, and/or special interests.

____

____

Activity # 9 continued page 3 Name______________________

Plans

What is your career or occupational goal?______________________

____

What activity or training plans do you have after graduation? Use only those lines that explain your plans.

Full-time job______________________

Apprenticeship______________________

University/Four-year College______________________

Community College______________________

Military______________________

Business College______________________

Trade School______________________

Other______________________

Employment

List past employment, starting with your current or last job first.

	Duties	Starting Date	Starting Salary	Date Left	Leaving Salary	Reason Leaving
Firm Supervisor Address Phone						
Firm Supervisor Address Phone						
Firm Supervisor Address Phone						

Name________________________

Who is your current employer?____

Do you wish this job to be considered for Work Experience Education credit?____

What days and hours do you usually work?______________________________

____

What are your duties?____

____

____

Why are you interested in enrolling in Work Experience Education?

____

____

____

If you are presently looking for a job, regardless of whether you are currently employed or not, complete the following information:

In what fields of employment would you be interested in receiving work experience?

________________________________ ________________________________

________________________________ ________________________________

Circle the time you would be available for work.

Weekdays after class: M T W Th F Weekends: Sat. Sun.

Evenings: M T W Th F Weekends: Sat. Sun.

List the number of hours per week you would like to work.____________

Student's Name________________________________ School_________________________

Work Experience Education Training Agreement

The work Experience Education Program is a fully accredited program as defined by the school district and supported by a plan of operation approved by the California State Department of Education. This program provides valuable training for students, affording them an opportunity to become more competent employees and allowing them to earn school credit for the attitudes, habits, and skills identified and learned through supervised on-the-job activities.

This agreement defines the responsibilities and obligations of all involved parties: the student, parents, employer, and school district.

The Student

- Joins the program to learn as much as the employer and coordinator about the nature of how to keep a job, how to leave a job properly, and how to get a job.
- Must be at least sixteen (16) years of age.
- Will obtain a school-issued work permit before commencing employment, if under eighteen (18) years of age.
- Is bound by all school rules and employer regulations.
- Will maintain regular attendance, both in school and at the job site, and will not work on any school days that s/he fails to attend school without prior permission.
- Must submit report of hours worked and attend the related class instruction on a regular and punctual basis.
- Must inform the coordinator immediately about any changes in his/her job site situation (i.e. change of supervisor, loss of job etc.)
- Is advised that any change of job site not arranged in advance with the coordinator could lead to immediate dismissal from the program.

The Parents

- I give permission for my son/daughter to participate in off-campus employment during, before, or after school hours and understand that transportation to and from the off-campus areas will not be provided by the school district, and I will assume full responsibility.

Student may______may not_______(check one) work after 10:00 p.m.

Parent's Signature	Date	Student's Signature	Date

The Employer agrees to:

- Cooperate and consult with the instructor concerning the student and the program.
- Pay at least a minimum wage as required by State of Federal laws, when applicable.
- Adhere to child labor laws.
- Evaluate the student's progress on the job.
- Inform the coordinator prior to termination of student employee.

Name of Firm____
Employer/Supervisor_______________________________________
Address_________________________________ City_________________
Telephone__________________ Worker's Compensation Carrier____________________

The School District

- Will provide a work experience education coordinator to supervise the program, maintain regular contact with the employer, and meet students on a regular basis in a related class situation.
- Will provide a coordinator to answer inquiries, handle problems, and/or complaints regarding the program.
- Will grant school credit upon successful completion of the course.

Employer's Signature	Date	Coordinator's Signature	Date

Student's Signature_________________________ School_____________________________

Activity # 10 TITLE: Work Situations

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	☒
Industry	F	☒
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

Activity is designed for students who have been working at a job long enough to be able to indicate their preferences for the various work situations they encounter (# 1).

Methods

Individual activity with follow-up discussion recommended.

Resources

- Classroom instruction
- Career Center

Time

Student can complete activity within one classroom period.

Main Idea

To help individuals identify what they like and dislike about their current job so they can make better choices when they look for their next job (question # 8).

Employer Participation

Ask employers what types of situations young people generally have trouble adjusting to on the job.

Vocabulary

encounter
standards

Coordinator Notes

Activity # 10 Name________________________

TITLE: Work Situations

The following is a list of different types of work. Which of the following jobs would be best for you?

Directions:

1. Read all ten work examples.
2. Check the boxes of those situations you would be willing to do.

☐ - Perform duties, often changing from one task to another.

Example: Duties of a hotel clerk. Check in and assign guests to rooms. Sort mail. Take messages. Keep records. Collect payments.

☐ - Perform the same task over and over again.

Example: Perform the same task on the same machine for the entire work period.

☐ - Be responsible for the direction, control, and planning of an entire task.

Examples: Create, plan, and organize everything needed to make a building; or teach how to do the task.

☐ - Deal well with people beyond the giving and receiving of directions.

Examples: Supervise activities of others. Counsel clients. Interview people. Make appointments. Get along with others to get a job done.

☐ - Affect or change people in their beliefs, ideas, or views.

Examples: Create advertising. Sell people on a product or service.

Activity # 10 continued page 2 Name________________________

☐ - Perform under pressure, in dangerous situations, or in situations needing fast action.

Examples: Perform surgery. Work under water. Take emergency action. Put out fires.

☐ - Make decisions based on your own ideas.

Examples: Decide on the background, lighting, and pose for a picture. Select colors to decorate a room. Choose the best plan for presenting a case.

☐ - Make decisions based on standards that can be checked.

Examples: Write stories based on fact. Determine a disease from a lab test.

☐ - Interpret feelings, ideas, or facts based on personal views.

Examples: Design and create artwork. Decide on fashions to use for advertising. Direct musical groups. Design sets for a play or movie.

☐ - Work within defined limits or standards.

Examples: Do math problems correctly. Cut patterns. Take shorthand. Control equipment for radio or TV.

3. Which of the ten situations are part of your current job?

____

____

____

____

____

Name________________________

4. Did you have any difficulty adjusting to the situations you listed in question # 3? (check one) Yes_____No_____ If yes, how did you handle it?____

____

____

5. Look at each of the ten work conditions listed in the chart. Show how you feel you could adjust today to these conditions on a job by checking one of the below.

1 - If you enjoy working with that job situation
2 - If you could adjust to the situation
3 - If you are not sure how you would react to the situation
4 - If you would have difficulty adjusting
5 - If you probably could not adjust to the situation

WORK CONDITION CHART

Condition	1	2	3	4	5
1 - Perform different duties					
2 - Perform a task over and over					
3 - Be responsible for an activity					
4 - Deal with people					
5 - Affect others					
6 - Perform under pressure in dangerous conditions					
7 - Make decisions based on personal views					
8 - Make decisions that can be checked					
9 - Interpret feelings based on personal views					
10 - Work within defined limits and standards					

Name________________________

6. What types of jobs could you get that had conditions like those you checked in # 1 of the chart?

____

____

____

____

7. What types of jobs should you try to skip that mean adjusting to situations like those you checked in # 5?

____

____

____

____

8. Why is it helpful for you to know what conditions a worker needs to adjust to on a job?

____

____

____

9. How can you find out the different conditions a worker needs to adjust to on a job?

____

____

____

____

Activity # 11 TITLE: The Job Outlook

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		☒
Career Decision-Making		☒
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	

Activity is designed for students whose job is not really what they want and are looking for a job that better suits them. (# 1)

Methods

Individual activity

Resources

- Classroom instruction
- Career Center

Time

Student can complete activity within one classroom period.

Main Idea

To make students more aware of varied occupations available and some basic facts they need to consider when planning ahead.

Employer Participation

Ask employers the job outlook in the near future for their company or industry.

Vocabulary

occupation	employment
summaries	national
guarantee	situation

Coordinator Notes

Activity # 11 Name____________________________

TITLE: The Job Outlook

To get the job you want may require both experience and training. Your present job is giving you experience so that you can build a good work record. Training means both time and money on your part. The training could be provided by a vocational school, a community college, or a four-year university. It doesn't matter where the training takes place. There is always the question, "Will I be able to get a job in my area after I finish my training?" In many cases you really don't know. But your chances will be much greater if you explore the occupation in advance. Find out some specific information such as the following:

- Will you like the work?
- Do you have the ability and interest to learn the job skill needed?
- Will the job meet your personal and financial (money) needs?
- Will there be a demand for this occupation after you are trained?

This activity will look at this last question. There are many ways in which you can get an idea about how much your occupation will be in demand. The Job Outlook in Brief, that is included in this activity, is one way. It is a quick rundown of some 250 occupations. These employment summaries describe the situation for the entire nation and may be in error. The outlook for any job varies among local job markets. You can get a good idea on local job outlooks by doing the following:

- Always check your Sunday newspaper want ads.
- Check the labor market information provided by the Employment Development Department office in your area. This information should be available in your career center.

- Contact local businesses and ask them what they think the chances in your occupation interest are for the future.
- Talk with people that have just finished training in your area of interest. Ask them if they are finding the jobs they want.

Do not rely on someone else's telling you about the job outlook. Find out for yourself. First look at the information and the other factors you explored about the occupation. Then decide if you are going to invest your time and money for training in this area.

Directions: Answer the following regarding the job outlook:

1. On page 6 of this activity, circle four occupations of interest to you. Record these for occupations on the Job Outlook Chart on page 3.

2. Determine the national employment opportunities for each of the four occupations you chose. Use the attached Job Outlook in Brief to find the information. The Key Words in the "Brief" will help you read the Job Outlook in Brief. Record your information on the Chart.

Key Words in the "Brief"

Changing Employment Between 1978 and 1990

If the statement reads...	**Employment is projected to...**
Much faster than average growth	Increase more than 50 percent
Faster than average growth	Increase 25 to 49.9 percent
Growth about as fast as average	Increase 15 to 24.9 percent
Growing more slowly than average	Increase 5 to 14.9 percent
Little change	Increase or decrease no more than 4.9 percent
Decline	Decrease 5 percent or more

Opportunities and Competition for Jobs

If the statement reads...	**The demand for workers may be...**
Excellent opportunities	Much greater than the supply
Very good opportunities	Greater than the supply
Good or favorable opportunities	About the same as the supply
May face competition	Less than the supply
Keen competition	Much less than the supply

3. Record on the chart how you would find local job market information for each of the four occupations.

Name ______

JOB OUTLOOK CHART

1. Occupation	a.	b.	c.	d.
2. What are the national employment opportunities for this occupation?	a.	b.	c.	d.
3. How would you find local job market information about this occupation?	a.	b.	c.	d.

Activity # 11 continued page 4 Name______________________________

4. What do you feel is the best way to find out about local job prospects?____

____

____

____

5. If there are going to be many openings in an occupation, is this reason enough to train for this job? Yes_____No_____

Explain____

____

____

____

6. If there are going to be many openings in your occupation, does that always mean a job for you after training? Yes_____No_____

Explain____

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7. How would you decide whether or not to train for an occupation that you really wanted if you knew few job openings would exist after you were trained?_____________________________________

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Activity # 11 continued page 5 Name____________________________

8. Thousands of persons each year complete training programs and school. Then they cannot find a job in the field in which they have been trained. How can you avoid this situation?__________________________

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Activity # 11 continued page 6

The Job Outlook in Brief

U.S. Department of Labor
Bureau of Labor Statistics
1984

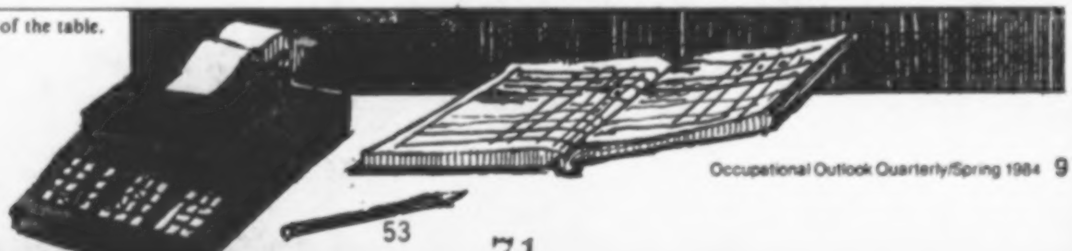
Reprinted from the Spring 1984 issue
of the *Occupational Outlook Quarterly*.

Activity # 11 continued page 7

The Job Outlook in Brief

CLUSTER Subgroup Occupation	Estimated employment 1982[1]	Percent change in employment 1982-95[2]	Numerical change in employment 1982-95[2]	Employment prospects
ADMINISTRATIVE AND MANAGERIAL OCCUPATIONS				
Accountants and auditors	856,000	40	344,000	Employment expected to increase faster than average as managers rely more on accounting information to make business decisions. College graduates will be in greater demand than applicants who lack this training.
Bank officers and managers	424,000[3]	45	193,000	Employment expected to grow faster than average as banks expand services. Competition for managerial positions likely to stiffen. Familiarity with computers and other data processing equipment may enhance employment opportunities.
Buyers, retail and wholesale trade	256,000	30	76,000	Employment expected to grow about as fast as average. However, keen competition anticipated because merchandising attracts large numbers of college graduates.
Construction inspectors, public administration	39,000	17	6,800	Employment expected to grow more slowly than the average despite the anticipated increase in construction activity. Best prospects for highly experienced craft workers who have some college training or who are certified.
Health services administrators	303,000[3]	58	175,000	Employment expected to grow much faster than average as health industry expands and management becomes more complex. Management experience or a graduate degree in health administration, business, finance, information management, or a related field is required for many jobs.
Health and regulatory inspectors	101,000	7	6,600	Employment expected to grow more slowly than the average as government programs and spending increase modestly.
Hotel managers and assistants	67,000[3]	23	15,000	Employment expected to grow about as fast as average. Best opportunities for persons with a degree in hotel administration.
Personnel and labor relations specialists	203,000	23	47,000	Employment expected to grow about as fast as average as employers implement human resource development and other employee programs to raise productivity. Keen competition for jobs in labor relations.
Purchasing agents	191,000	27	52,000	Employment expected to grow about as fast as the average. Best opportunities for persons with a master's degree in business administration; graduates of 2-year programs in purchasing should find good opportunities in small firms.
School administrators	133,000	15	20,000	Employment expected to grow more slowly than average. Competition expected as other school personnel attempt to move into administrative jobs.
Underwriters	76,000	21	16,000	Employment expected to grow about as fast as average as insurance sales continue to expand and insurance companies introduce new types of insurance and evaluate risks more frequently.

Notes appear at the end of the table.



Activity # 11 continued page 8

Job Outlook

CLUSTER **Subgroup** **Occupation**	**Estimated employment 1982**[1]	**Percent change in employment 1982-95**[2]	**Numerical change in employment 1982-95**[2]	**Employment prospects**
ENGINEERS, SURVEYORS, AND ARCHITECTS				
Architects	84,000	40	33,000	Employment expected to rise faster than average. However, growth may not be as fast as in previous years due to increased use of computers and lower foreign demand for U.S. architectural services. Keen competition is expected for jobs in the most prestigious firms.
Surveyors	44,000	43	19,000	Employment expected to grow faster than average due to increased construction activity.
Engineers				
Engineers	1,204,000[3]	49	584,000	Employment expected to grow faster than average. More engineers will be needed to design industrial plants and equipment, develop defense-related products, and improve transportation systems. Good employment opportunities for graduates with an engineering degree.
Aerospace engineers	44,000	41	18,000	Employment expected to increase faster than average due to increased expenditures for military and commercial aircraft.
Chemical engineers	56,000	43	24,000	Employment expected to grow faster than the average. Economic expansion and increasing complexity and automation of chemical processes will require additional chemical engineers to design, build, and maintain plants and equipment.
Civil engineers	155,000	47	73,000	Employment expected to increase faster than average. Population and economic growth will increase the need for civil engineers to design and construct transportation systems, manufacturing plants, and other structures.
Electrical engineers	320,000	65	209,000	Employment expected to increase much faster than average due to growing demand for computers, communications equipment, military electronics, and electrical and electronic consumer goods.
Industrial engineers	160,000	42	67,000	Employment expected to grow faster than average due to industry growth, increasing complexity of industrial operations, expansion of automated processes, and greater emphasis on scientific management and safety engineering.
Mechanical engineers	209,000	52	109,000	Employment expected to increase much faster than average due to growing demand for industrial machinery as well as the need to develop new energy systems and to reduce pollution.
Metallurgical engineers	14,000	47	6,600	Employment expected to grow faster than average because of the need to develop new metals and alloys, adapt current ones to new needs, and imporve ways of recycling solid waste and processing low-grade ores.
Mining engineers	5,700	22	1,300	Employment expected to grow about as fast as average as a result of efforts to attain energy self-sufficiency and to develop better mining systems.
Nuclear engineers	6,300	48	3,000	Employment expected to grow faster than average because of the need to operate nuclear power plants and to improve and enforce safety standards.
Petroleum engineers	26,000	22	5,700	Employment expected to grow about as fast as average because, as oil and gas become increasingly hard to find, more petroleum engineers will be needed to develop new sources of oil and gas and more sophisticated recovery methods.

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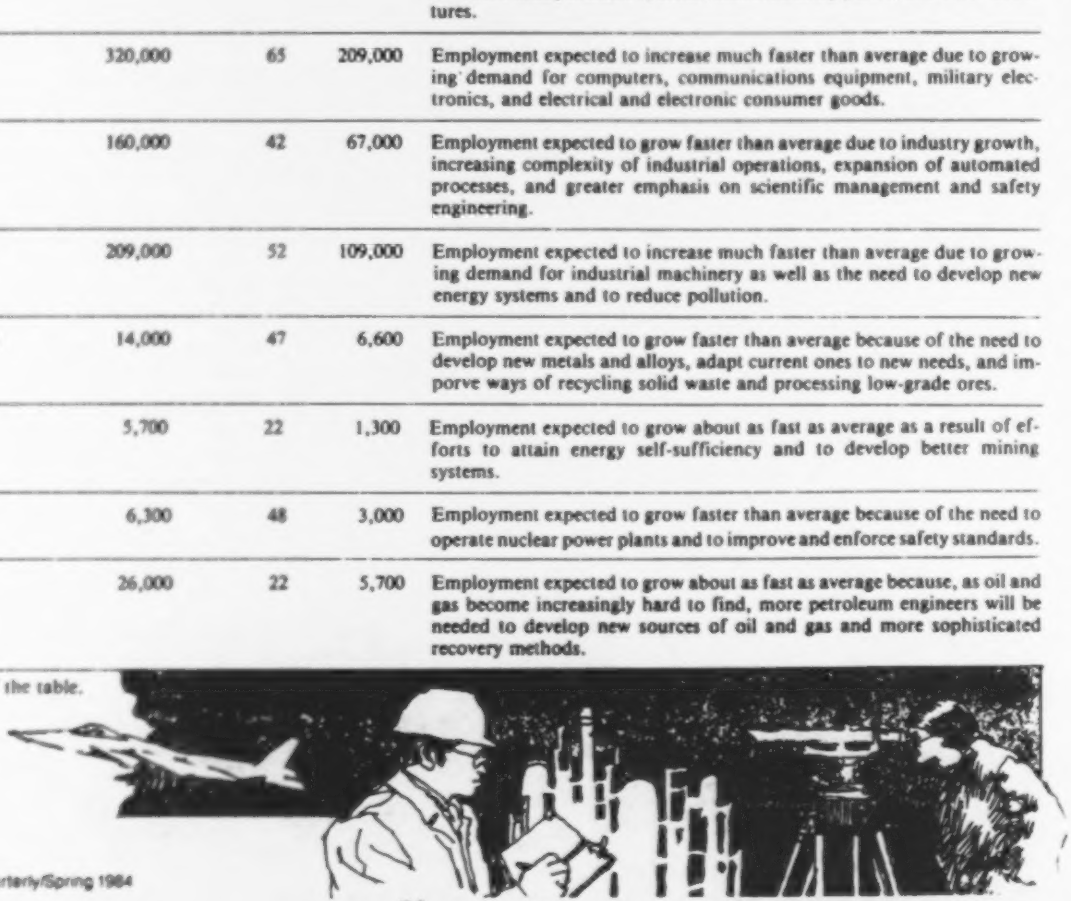
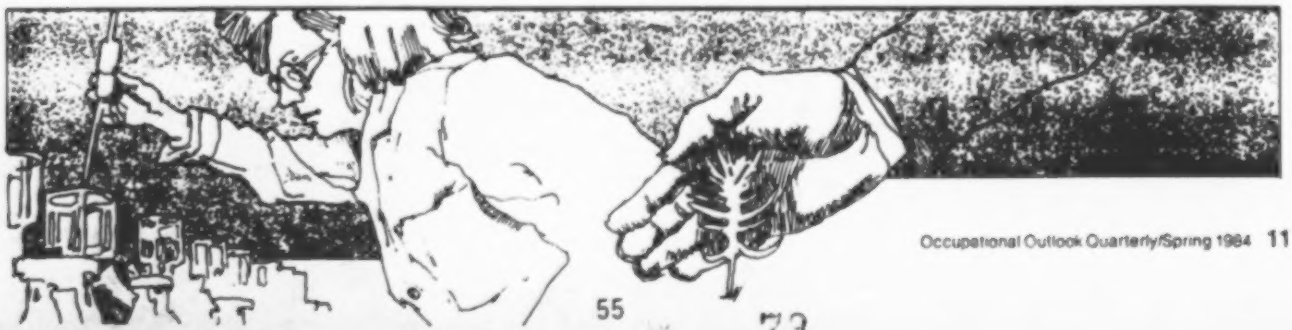


Activity # 11 continued page 9

CLUSTER Subgroup Occupation	Estimated employment 1982[1]	Percent change in employment 1982-95[1]	Numerical change in employment 1982-95[1]	Employment prospects
NATURAL SCIENTISTS AND MATHEMATICIANS				
Mathematical scientists and systems analysts				
Actuaries	8,200	33	2,700	Employment expected to rise faster than average as insurance sales increase and insurance companies introduce new forms of insurance and reevaluate existing health and pension plans. Best opportunities for college graduates who have passed at least two actuarial exams while still in school and have a strong mathematical and statistical background.
Computer systems analysts	254,000	85	217,000	Employment expected to grow much faster than average as computer capabilities are increased and computers are used to solve a greater variety of problems. College graduates with courses in programming and systems analysis and training and experience in applied fields will have the best prospects.
Mathematicians	11,000	28	3,000	Employment expected to grow about as fast as average. Best opportunities for holders of advanced degrees, especially in applied mathematics and computer sciences.
Statisticians	20,000	28	5,700	Employment expected to grow about as fast as average as use of statistics expands. Persons combining knowledge of statistics with a field of application, such as engineering or physical sciences, can expect favorable job opportunities.
Physical scientists				
Chemists	89,000	22	20,000	Employment expected to grow about as fast as average. Most openings are expected to be in private industry, primarily in the development of new products. Industrial companies will need more chemists—especially biochemists—to work in biotechnology research, development, and production.
Geologists and geophysicists	49,000	24	11,000	Employment expected to grow about as fast as average due to efforts to locate new sources of energy. Best prospects for those with knowledge and experience in geophysical oil and gas exploration techniques.
Meteorologists	3,700	14	500	Employment expected to increase more slowly than average. Little or no growth in employment expected in the National Weather Service, which employs most meteorologists.
Physicists	19,000	37	6,900	Employment expected to grow faster than average. Opportunities expected to be good for Ph.D.'s
Life scientists				
Agricultural scientists	22,000	19	4,000	Employment expected to grow more slowly than average due to limited growth in government programs. Application of biotechnology to agriculture may cause rapid employment growth in research work in private industry.
Biological scientists	52,000	36	19,000	Employment expected to increase faster than average due to increased research and development in biotechnology.
Foresters and conservationists	31,000	9	2,900	Employment expected to grow more slowly than average. Employment should continue to grow faster in private industry than in Federal and State governments.



Activity # 11 continued page 10

Job Outlook

CLUSTER Subgroup Occupation	Estimated employment 1982[1]	Percent change in employment 1982-95[1]	Numerical change in employment 1982-95[1]	Employment prospects
SOCIAL SCIENTISTS, SOCIAL WORKERS, RELIGIOUS WORKERS, AND LAWYERS				
Lawyers	465,000	34	159,000	Employment expected to grow faster than average as demand for legal services increases. Keen competition is likely for salaried positions. Best prospects for establishing new practices will be in small towns and expanding suburbs.
Social scientists and urban planners				
Economists	30,000	27	8,000	Employment expected to grow about as fast as average. Overall, economists have better job prospects than other social scientists. Best opportunities for those trained in quantitative methods. Ph.D.'s face competition for academic positions, but can expect good opportunities in nonacademic areas. Persons with master's and bachelor's degrees likely to face keen competition for economist jobs, but many will find research, managerial, and administrative jobs.
Psychologists	83,000	33	27,000	Employment expected to grow faster than average. Graduates face increasing competition, particularly for academic positions. Best prospects for doctoral degree holders trained in applied areas, such as clinical, counseling, health, and industrial psychology.
Sociologists	5,700	25	1,400	Employment expected to grow about as fast as average. Ph.D.'s face competition, particularly for academic positions. Best opportunities for Ph.D.'s trained in quantitative research techniques and applied sociology. Very keen competition below the Ph.D. level.
Urban and regional planners	21,000	15	3,100	Employment expected to grow more slowly than the average due to limited growth of local government spending. Best job prospects for applicants who are willing to relocate, especially to small towns or rural areas.
Social and recreation workers				
Social workers	345,000	21	71,000	Employment expected to increase about as fast as average. Keen competition in areas with many schools of social work. Best opportunities in rural areas and in areas with rapid employment growth. Market for Master's of Social Work likely to improve if the number of social work students continues to decline.
Recreation workers	124,000	23	28,000	Employment expected to grow about as fast as average as organized leisure activities increase. Strong growth foreseen in commercial recreation. Applicants for jobs in public or voluntary agencies are likely to encounter keen competition.
Religious workers				
Protestant ministers	243,000	(4)	(4)	Increasing competition is expected for positions in large congregations. Better opportunities for ministers willing to work in rural areas.
Rabbis	6,500	(4)	(4)	Favorable job prospects expected for Reform, Reconstructionist, and Conservative rabbis. Orthodox rabbis are expected to encounter keen competition.
Roman Catholic priests	58,000	(4)	(4)	Shortage of priests as supply of seminary graduates fails to keep pace with growing Catholic population.

Notes appear at the end of the table.

Activity # 11 continued page 11

CLUSTER Subgroup Occupation	Estimated employment 1982[1]	Percent change in employment 1982-95[1]	Numerical change in employment 1982-95[1]	Employment prospects
TEACHERS, LIBRARIANS, AND COUNSELORS				
Kindergarten and elementary school teachers	1,366,000	37	511,000	Employment expected to grow faster than average due to rising enrollments. Job prospects are expected to begin improving during the mid-1980's.
Secondary school teachers	1,024,000	13	128,000	Employment expected to grow more slowly than the average. Keen competition expected through early 1990's as enrollments and teacher employment decline. Opportunities should improve after 1990 as enrollments start rising. Generally favorable opportunities will exist for persons qualified to teach special education, vocational subjects, mathematics, sciences, and bilingual education.
College and university faculty	744,000	−15	−111,000	Employment expected to decrease due to declining enrollments and budgetary constraints. Keen competition in all but a few disciplines; many of the available openings will be part time or short term. Good job prospects for engineering and computer science faculty.
Counselors	148,000	10	15,000	Employment expected to grow more slowly than the average. Limited opportunities in schools. Best job opportunities expected in private practice, community and social service agencies, and personnel offices in private business.
Librarians	151,000	13	19,000	Employment expected to grow more slowly than average, but job prospects may improve if the number of library school graduates continues to decline and employment opportunities outside the traditional library setting increase. Best opportunities for librarians with scientific or technical qualifications.
HEALTH DIAGNOSING AND TREATING PRACTITIONERS				
Chiropractors	25,000	27	6,900	Employment expected to grow about as fast as average as chiropraxis enjoys broader public recognition. Competition may grow as the number of practitioners increases. Selection of location may become more important for establishing a successful practice.
Dentists	173,000	24	41,000	Employment expected to grow about as fast as average due to population growth, increased awareness of importance of dental care, and prepayment arrangements. Increasingly abundant supply of practitioners will make it more difficult to start a practice. Competition for patients is likely to be intense in some localities, which could adversely affect earnings.
Optometrists	28,000	25	6,900	Employment expected to grow about as fast as average due to the eye care needs of a growing and aging population, greater awareness of vision problems as a result of screening programs, and rising per capita income. Employment prospects will be favorable.
Physicians	479,000	34	163,000	Employment expected to grow faster than average as demand for health care continues to outpace overall economic growth. Despite the rise in demand, some physicians will encounter competition for patients because the number of practitioners is projected to grow substantially. Earnings may be adversely affected, and an increasing number of physicians are likely to accept salaried positions.
Podiatrists	13,000	52	6,700	Employment expected to grow much faster than average as broad public recognition of the profession causes more people to turn to podiatrists for foot care. Widespread participation in fast-moving sports, including jogging and tennis, and the growing number of elderly will also spur demand. Opportunities to establish new practices or to enter salaried positions should be favorable.
Veterinarians	36,000	30	11,000	Employment expected to grow faster than average. New veterinarians may experience competition in setting up a practice in some places, but opportunities for specialists, including toxicologists and pathologists, will be excellent.

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Job Outlook

CLUSTER Subgroup Occupation	Estimated employment 1982[1]	Percent change in employment 1982–95[1]	Numerical change in employment 1982–95[1]	Employment prospects
REGISTERED NURSES, PHARMACISTS, DIETITIANS, THERAPISTS, AND PHYSICIAN ASSISTANTS				
Dietitians	44,000	40	18,000	Employment expected to grow faster than average in response to increasing concern for proper nutrition. Favorable opportunities, both full- and part-time, for those having appropriate training and clinical experience.
Occupational therapists	25,000	60	15,000	Employment expected to increase much faster than average due to rapidly growing demand for rehabilitation services. Job prospects should be excellent.
Pharmacists	151,000	27	41,000	Employment expected to grow about as fast as average due to the growth and aging of the population, the rapidly increasing demand for pharmacy services in health care facilities, the wider range of drug products available, and the extensive coverage for prescription drugs provided by health insurance. Employment prospects are generally favorable, but keen competition is likely in some localities.
Physical therapists	43,000	58	25,000	Employment expected to grow much faster than average because of rapidly growing demand for rehabilitation services. Job prospects expected to be very good.
Physician assistants	22,000	27	6,000	Employment expected to grow as fast as average, reflecting expansion of health industry and advanced skills required to apply complex medical technology. The number of staff jobs in hospitals is expected to grow. Although demand for new graduates remains strong, the growing supply of physicians and restrictions on payment for services of physician assistants could slow future growth.
Registered nurses	1,312,000	49	642,000	Employment expected to grow faster than average due to health care needs of a growing and aging population. Major factors spurring demand will be the complexity of hospital-based medical procedures and equipment; the rapid growth of clinics, freestanding emergency centers, surgicenters, corporate wellness centers, and other health care facilities; and staffing needs of nursing homes and home health programs.
Respiratory therapists	46,000	45	21,000	Employment expected to grow faster than average due to the importance of respiratory therapy in diagnosis, treatment, and care of patients with cardiopulmonary problems. Opportunities should be excellent for experienced therapists and for graduates of accredited programs.
Speech pathologists and audiologists	42,000	29	12,000	Employment expected to increase about as fast as average. Emphasis on early recognition and treatment of speech and hearing problems in children will continue to stimulate demand in schools.

Notes appear at the end of the table.

Activity # 11 continued page 13

CLUSTER **Subgroup** **Occupation**	**Estimated employment 1982[1]**	**Percent change in employment 1982-95[1]**	**Numerical change in employment 1982-95[1]**	**Employment prospects**
HEALTH TECHNOLOGISTS AND TECHNICIANS				
Clinical laboratory technologists and technicians	209,000	40	83,000	Employment expected to grow faster than average due to the importance of laboratory tests in medical diagnosis and treatment, the health care needs of a growing and aging population, and broad coverage of clinical laboratory services under public and private health insurance.
Dental hygienists	69,000	43	30,000	Employment expected to grow faster than average because of expanding population and growing awareness of importance of regular dental care. However, if the increasing supply of dentists leads to smaller patient loads, dentists may choose to perform more services themselves and hire fewer hygienists.
Electrocardiograph technicians	21,000	37	7,700	Employment expected to grow faster than average because of the importance of the electrocardiograph in diagnosing heart disease and monitoring cardiac conditions. Opportunities will be best for those with post-secondary school training.
Electroencephalographic technologists	5,500	41	2,300	Employment expected to grow faster than average due to the use of EEG's in surgery, diagnosis, monitoring patients with brain disease, and research. Opportunities are expected to be best for registered technologists and those with formal training.
Health record technicians	22,000	43	9,400	Employment expected to grow faster than average due to the vast amount of paperwork associated with health care and changes in hospital record-keeping procedures in response to the new Medicare reimbursement system that will require more accurate and complete medical records. The outlook for technicians with a 2-year associate degree is excellent.
Licensed practical nurses	594,000	37	220,000	Employment expected to grow faster than average as demand for health care continues to grow rapidly. Many job openings are expected in nursing homes, home health agencies, and private duty nursing.
Radiologic technologists	110,000	43	47,000	Employment expected to grow faster than average as new uses are found for "imaging" technologies in the diagnosis and treatment of diseases. Opportunities should be generally favorable, with strong demand for radiation therapy technologists and nuclear medicine technologists in many areas.
Surgical technicians	35,000	40	14,000	Employment expected to grow faster than average due to the increasing number of operations and expanding role of surgical technicians. Prospects will be best for graduates of formal training programs or certified surgical technicians.
WRITERS, ARTISTS, AND ENTERTAINERS				
Communications occupations				
Public relations specialists	90,000	29	26,000	Employment expected to grow about as fast as average as corporations, associations, medical centers, and other large organizations expand public relations efforts. Competition for jobs is likely to be keen.
Radio and television announcers and newscasters	55,000	28	15,000	Employment expected to increase about as fast as average as new stations are licensed and as more cable television systems develop their own programming. Keen competition is likely for openings, however. Best prospects are expected in small cities and towns.
Reporters and correspondents	51,000	29	15,000	Employment expected to grow about as fast as average. Best opportunities are likely to be found on newspapers and magazines in small towns and suburbs and for journalism graduates who have specialized in news-editorial studies and completed an internship.
Writers and editors	120,000	35	42,000	Employment expected to increase faster than average due to increased demand for salaried writers in publishing, communications, advertising, and other industries. Keen competition is expected to continue. Job prospects should be best in technical writing and business and trade publications.

Activity # 11 continued page 14

Job Outlook

CLUSTER **Subgroup** **Occupation**	**Estimated employment 1982[1]**	**Percent change in employment 1982-95[1]**	**Numerical change in employment 1982-95[1]**	**Employment prospects**
WRITERS, ARTISTS, AND ENTERTAINERS—continued				
Design occupations				
Commercial and graphic artists and designers	133,000	26	34,000	Keen competition expected to continue. Those with above average talent and skills will be in demand.
Designers	180,000	41	73,000	Employment is expected to grow faster than the average. However, because many people are attracted to the field, stiff competition is expected, except in floral design.
Photographers	86,000	18	16,000	Employment expected to grow more slowly than average. Portrait and commercial photographers are likely to face keen competition. Areas such as law enforcement and scientific and medical research photography should offer the best opportunities.
Performing artists				
Actors and actresses	34,000	43	15,000	Employment expected to grow faster than average, but overcrowding in this field will persist.
Dancers	7,700	43	3,300	Although employment expected to grow faster than the average, keen competition is expected to continue.
Musicians	124,000	25	31,000	Although employment expected to grow about as fast as average, keen competition is expected to continue.
Singers	21,000	21	4,400	Employment expected to grow about as fast as the average, but keen competition is expected to continue.
TECHNOLOGISTS AND TECHNICIANS EXCEPT HEALTH				
Air traffic controllers	21,000	4	900	Despite the increase in the number of aircraft, employment is expected to show little or no change because of the greater use of automated control equipment. Keen competition is expected; opportunities are best for college graduates and those with experience as controllers, pilots, or navigators.
Broadcast technicians	17,000	27	4,500	Employment expected to increase about as fast as average as new radio and television stations are licensed and as more cable television systems develop their own programs. Job competition will continue to be keen, however, and prospects will be best in small cities and towns.
Computer programmers	266,000	77	205,000	Employment expected to grow much faster than average as computer usage expands. Prospects will be best for college graduates with majors in computer and information science and experience or training in fields such as accounting, management, engineering, or science. People with a 2-year degree or less training and no experience may face competition.
Drafters	302,000	5	15,000	Little change expected in employment despite industrial growth and increasingly complex design problems. Widespread use of computer-aided design equipment will greatly increase productivity.

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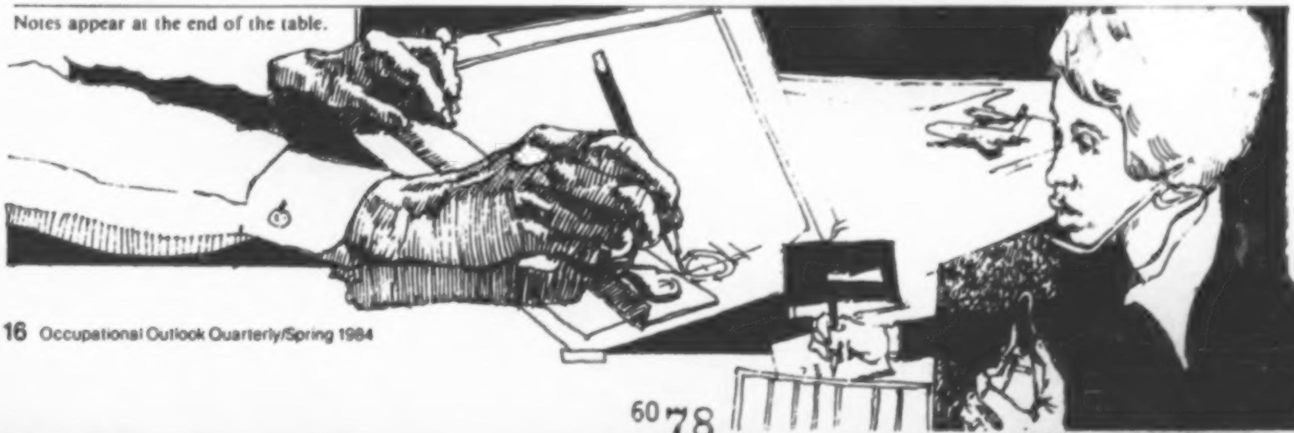

Activity # 11 continued page 15

CLUSTER Subgroup Occupation	Estimated employment 1982[1]	Percent change in employment 1982–95[1]	Numerical change in employment 1982–95[1]	Employment prospects
Electrical and electronics technicians	366,000	61	222,000	Employment expected to increase much faster than the average due to increased demand for computers, communications equipment, military electronics, and electronic consumer goods. Opportunities will be best for graduates of post-secondary technical programs.
Legal assistants	45,000	94	43,000	Employment expected to grow much faster than average as the use of legal assistants to aid lawyers increases. Prospects are likely to be best for persons with formal legal assistant training.
Library technicians	29,000	10	3,000	Employment expected to grow more slowly than the average. Best job prospects are likely to be in special libraries.
Tool programmers, numerical control	12,000	78	9,700	Employment expected to rise much faster than the average due to the increased use of numerical control and other types of automated machining equipment.
MARKETING AND SALES OCCUPATIONS				
Cashiers	1,570,000	47	744,000	Plentiful job opportunities expected as employment grows faster than average and replacement needs remain high. many openings will be part time.
Insurance agents and brokers	361,000	25	90,000	Employment expected to grow about as fast as average as insurance sales expand. Opportunities will be best for ambitious persons who enjoy selling and develop expertise in many different types of insurance and investments.
Manufacturers' sales workers	414,000[2]	15	64,000	Employment expected to grow more slowly than the average, as some manufacturers switch to wholesalers to sell their products.
Real estate agents and brokers	337,000	33	112,000	Employment expected to rise faster than average in response to growing demand for housing and other properties. However, the field is highly competitive. Well-trained, ambitious people who enjoy selling should have the best chance for success.
Retail trade sales workers	3,367,000[2]	27	898,000	Employment expected to grow about as fast as average. High turnover should create many openings for full-time, part-time, and temporary workers.
Securities sales workers	78,000	36	28,000	Employment expected to grow faster than average as economic growth and rising personal incomes increase the funds available for investment. However, the field will continue to be competitive, and many beginners may be unable to establish a sufficient clientele.
Travel agents	62,000	43	26,000	Employment expected to grow faster than average. Because travel expenditures often depend on business conditions, job opportunities are sensitive to economic changes.
Wholesale trade sales workers	1,093,000[2]	30	327,000	Employment expected to grow slightly faster than average as wholesalers sell a wider variety of products and improve customer services.

Activity # 11 continued page 16

Job Outlook

CLUSTER **Subgroup** **Occupation**	**Estimated employment 1982[1]**	**Percent change in employment 1982-95[1]**	**Numerical change in employment 1982-95[1]**	**Employment prospects**
ADMINISTRATIVE SUPPORT OCCUPATIONS, INCLUDING CLERICAL				
Bank tellers	539,000	29	154,000	Employment expected to grow about as fast as average. Full time and part time job openings should be plentiful.
Bookkeepers and accounting clerks	1,713,000	16	272,000	Employment expected to grow more slowly than average due to technological change such as the increased use of computers. Nevertheless, because the occupation is so large, job openings will be numerous.
Computer operating personnel	580,000	27	157,000	Employment of computer and peripheral equipment operators expected to rise much faster than average as the use of computers expands. Employment of data-entry operators is expected to decline, however, due to the use of more efficient direct data entry techniques.
Mail carriers	234,000	-5	-11,000	Little change expected in employment as new routing programs and more centralized mail delivery offset the growing volume of mail.
Postal clerks	307,000	-18	-55,000	Employment expected to decline due to increasing automation of mail processing. Keen competition anticipated for jobs.
Receptionists	594,000	45	267,000	Employment expected to grow faster than average as business, personal, and professional services expand. Job prospects should be most favorable for those with typing and other office skills.
Reservation agents and transportation ticket agents	108,000	2	2,100	Little change expected in employment as automation and other changes improve productivity. Competition is anticipated for jobs.
Secretaries	2,441,000	29	719,000	Employment expected to grow about as fast as average despite the spread of office automation, reflecting information processing needs of rapidly growing industries including business services, finance, and health care. Numerous job opportunities are expected because the occupation is so large. Prospects for part-time and temporary work are likely to be excellent.
Shipping and receiving clerks	365,000	18	66,000	Employment expected to increase more slowly than average due to automation and the concentration of these clerks in slow-growing industries, principally manufacturing and wholesale trade. Many job opportunities are nonetheless expected because the occupation is large.
Stenographers	270,000	-7	-20,000	Employment expected to decline; however, demand should be strong for court reporters.
Teacher aides	463,000	28	130,000	Employment expected to grow about as fast as average as enrollments begin to rise in elementary schools in the mid-1980's and in secondary schools after 1990. Continued emphasis on special education will also increase demand for aides.
Telephone operators	323,000	8	25,000	Employment expected to grow more slowly than average due to the introduction of new technology.
Typists	990,000	16	155,000	Employment expected to increase more slowly than the average, due to office automation. Numerous job openings are anticipated because of the large size of the occupation. Demand is likely to be particularly strong for typists who can handle a variety of office duties and operate word-processing equipment.

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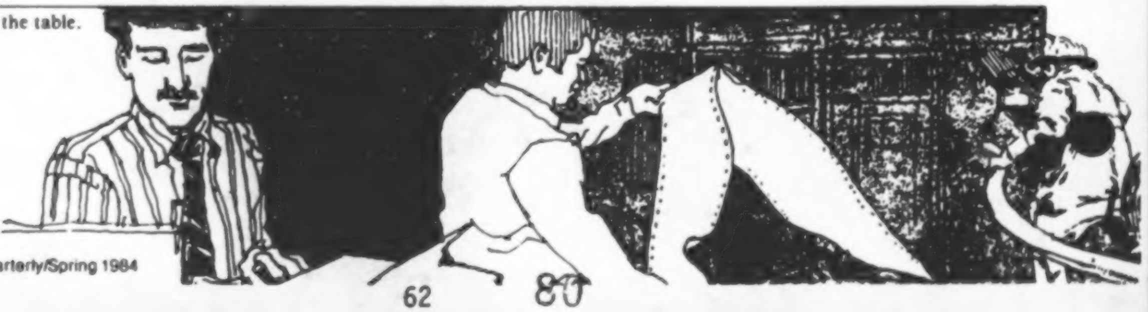
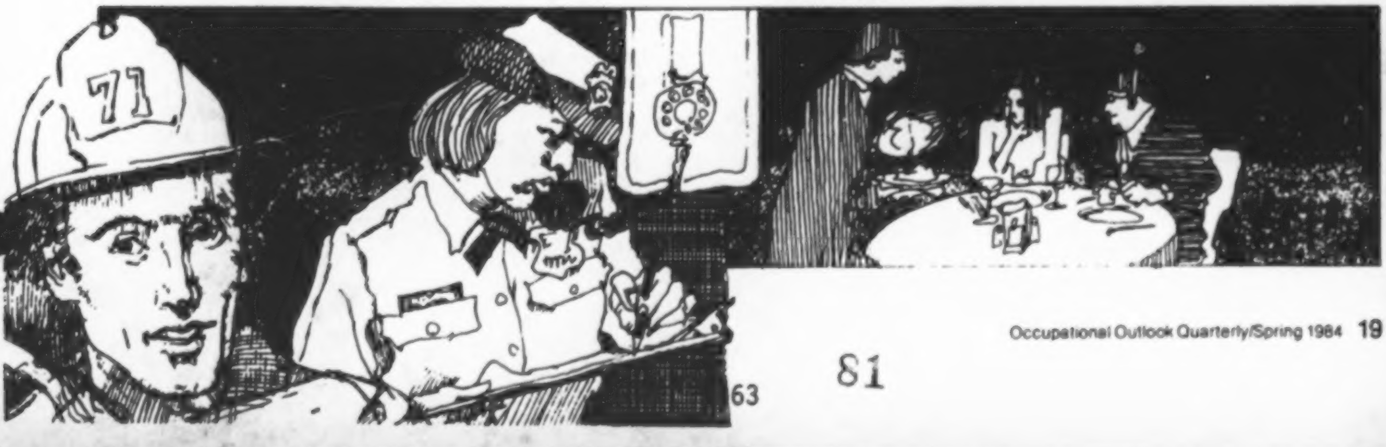


CLUSTER Subgroup Occupation	Estimated employment 1982[1]	Percent change in employment 1982-95[1]	Numerical change in employment 1982-95[1]	Employment prospects
SERVICE OCCUPATIONS				
Protective service occupations				
Correction officers	111,000	33	36,000	Employment expected to increase faster than average as correctional facilities expand and additional officers are hired to provide closer supervision of inmates.
Firefighters	252,00	9	22,000	Employment expected to increase more slowly than the average as slow growth in local government spending limits employment growth. Keen competition is likely for jobs in urban areas; better opportunities in smaller communities.
Guards	637,000	47	300,000	Employment expected to grow faster than average due to increased concern over crime and vandalism. Opportunities are likely to be best in guard and security agencies and on night shifts.
Police and detectives, public service	549,000	8	43,000	Employment expected to rise more slowly than the average as slow growth in local government spending limits employment growth. Keen competition is expected with prospects best for applicants who have some college training in law enforcement.
Food and beverage preparation and service occupations				
Bartenders	384,000	32	121,000	Employment expected to grow faster than the average as many new bars, hotels, and restaurants open. Job opportunities expected to be plentiful.
Cooks and chefs	1,211,000	33	402,000	Employment expected to grow faster than the average as population growth, higher incomes, and more leisure time allow people to dine out more. Particularly fast growth is expected in institutions serving the expanding elderly population.
Waiters and waitresses	1,665,000	34	562,000	Employment expected to grow faster than the average as dining out increases. High job turnover in this very large occupation will result in numerous full-time and part-time job openings.
Health service occupations				
Dental assistants	153,000	42	64,000	Employment expected to grow faster than average because of greater demand for dental care and dentists' desire to increase productivity by using assistants for routine tasks. If the abundant supply of dentists leads to lower patient loads, however, dentists may hire fewer assistants and employment would grow more slowly than currently anticipated.
Medical assistants	100,000	47	48,00	Employment expected to grow faster than average due to an increase in the number of physicians. Very good job prospects are expected for medical assistants with formal training, experience, or both.
Nursing aides, orderlies, and attendants	1,218,000	35	423,000	Employment expected to grow faster than average due to increasing demand for health care of a larger and longer-living population. Numerous job openings are expected, especially in nursing homes and other long-term care facilities.



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SERVICE OCCUPATIONS—continued				
Cleaning service occupations				
Building custodians	2,828,000	28	779,000	Employment expected to grow about as fast as average as the number of office buildings, factories, hospitals, schools, apartment houses, and other buildings increases.
Personal service occupations				
Barbers	115,000	10	12,000	Employment expected to grow more slowly than average. Job prospects are best for hairstylists.
Cosmetologists	519,000	20	103,000	Employment expected to grow about as fast as average as demand for beauty shop services rises. Opportunities for part-time work should be very good.
Flight attendants	54,000	29	15,000	Employent expected to grow about as fast as average as airline travel increases. Competition for jobs is likely to remain very keen.
MECHANICS AND REPAIRERS				
Vehicle and mobile equipment mechanics and repairers				
Aircraft mechanics	108,000	19	20,000	Employment expected to grow more slowly than the average due to labor-saving advances in aircraft maintenance. Opportunities will be best in general aviation; keen competition is expected for airline jobs. Opportunities in the Federal Government depend upon defense spending.
Automotive body repairers	155,000	26	41,000	Employment expected to increase as fast as average due to growing numbers of vehicles and traffic accidents.
Automotive mechanics	844,000	38	324,000	Employment expected to increase faster than average due to the growing number of automobiles. Job opportunities will be plentiful for persons with formal training.
Diesel mechanics	173,000	28	48,000	Employment expected to increase about as fast as average due to the growing use of diesel-powered trucks, automobiles, and equipment. Opportunities are best for persons who complete formal training.
Farm equipment mechanics	26,000	5	1,400	Little or no change in employment is expected as growth in use of farm equipment is slowed by the continued consolidation of farmland into fewer and larger farms. Best opportunities for persons with formal training.
Electrical and electronic equipment repairers				
Appliance installers and repairers	80,000	17	13,000	Employment expected to grow more slowly than average as the increasing use of electronic parts lessens the need for repairers. Job prospects are best for those with a strong background in electronics.
Communications equipment mechanics	92,000	3	3,000	Little change in employment expected as technological improvements limit growth.
Computer service technicians	55,000	97	53,000	Employment expected to grow much faster than average as more computer equipment is used.
Line installers and cable splicers	195,000	27	53,000	Employment expected to grow about as fast as average due to increasing demand for electricity and telephone service by a growing population.
Radio and television service technicians	80,000	27	22,000	Employment expected to increase about as fast as average as the number of home electronic products such as television sets, video games, radios, phonographs, and tape and video recorders increases.
Telephone and PBX installers and repairers	134,000	28	37,000	Employment expected to grow about as fast as average due to the increasing amount of telephone equipment in use. Prospects are likely to be best for persons able to work with PBX, CENTREX, and other sophisticated systems.

Notes appear at the end of the table.

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CLUSTER Subgroup Occupation	Estimated employment 1982[1]	Percent change in employment 1982-95[1]	Numerical change in employment 1982-95[1]	Employment prospects
Other mechanics and repairers				
Air-conditioning, refrigeration, and heating mechanics	168,000	33	55,000	Employment expected to increase faster than average. Beginning mechanics may face competition for the highest paying jobs. Graduates of training programs that emphasize hands-on experience will have the best opportunities.
Coin machine servicers and repairers	31,000	28	8,700	Employment expected to grow about as fast as average due to the growing number of coin-operated machines in service. Excellent prospects are expected for persons with a background in electronics.
Industrial machinery repairers	330,000	29	95,000	Employment expected to grow about as fast as average due to the need to maintain complex machinery used increasingly in manufacturing, coal mining, oil exploration, and other industries.
Millwrights	91,000	33	30,000	Employment expected to increase faster than average due to construction of new plants, improvements in existing plants, and installation and maintenance of increasingly complex machinery.
Musical instrument repairers	14,000	23	3,100	Employment expected to increase about as fast as average due to the increasing number of instruments in use.
Office machine repairers	56,000	72	40,000	Employment expected to grow much faster than average as the number of machines increases. Employment prospects will be good.
CONSTRUCTION OCCUPATIONS				
Bricklayers and stonemasons	124,000	33	41,000	Employment expected to grow faster than average as more homes, factories, offices, and other structures that use brick are built.
Carpenters	863,000	29	247,000	Employment expected to grow about as fast as average due to increasing construction of new structures and alteration and maintenance of old ones. Carpenters with all-round training will have the best prospects.
Cement masons and terrazzo workers	95,000	43	41,000	Employment expected to increase faster than average due to growing construction activity and greater use of concrete as a building material.
Drywall applicators and tapers	76,000	41	31,000	Employment expected to grow faster than average due to increasing commercial and residential construction.
Electricians	542,000	32	173,000	Employment expected to increase faster than average as more electricians are needed to install electrical fixtures and wiring in new and renovated buildings and to maintain electrical systems used by industry.
Floor covering installers	79,000	29	23,000	Employment expected to increase about as fast as average due to widespread use of resilient floor coverings and carpeting. Opportunities are likely to be best for persons able to install both carpeting and resilient flooring.
Glaziers	41,000	35	14,000	Employment expected to increase faster than average as demand increases for new residential and commercial buildings.
Insulation workers	47,000	44	20,000	Employment expected to grow faster than average as greater emphasis is placed upon energy efficiency of houses and other buildings.
Ironworkers	93,000	39	36,000	Employment expected to increase faster than average due to growing demand for nonresidential buildings, power transmission towers, and highway and bridge maintenance.
Painters	362,000	23	82,000	Employment expected to grow about as fast as average as more workers are needed to paint new and existing buildings and industrial structures.

Activity # 11 continued page 20

Job Outlook

CLUSTER Subgroup Occupation	Estimated employment 1982[1]	Percent change in employment 1982-95[1]	Numerical change in employment 1982-95[1]	Employment prospects
CONSTRUCTION OCCUPATIONS—continued				
Paperhangers	19,000	24	4,700	Employment expected to increase about as fast as average due to the continued popularity of wallpaper and other wall coverings.
Plasterers	20,000	7	1,500	Employment expected to grow more slowly than average due to continued preference for drywall instead of plaster. Employment opportunities will be better than they were in the 1960's and 1970's, however, as plaster regains some popularity and older structures with plaster walls are renovated.
Plumbers and pipefitters	388,000	34	131,000	Employment expected to grow faster than average as a result of increased construction activity and the need to repair and modernize existing plumbing and piping.
Roofers	102,000	27	27,000	Employment expected to grow about as fast as average as a result of new construction and the need to replace existing roofs.
Sheet-metal workers	87,000[2]	46	40,000	Employment expected to increase faster than average due to use of air-conditioning and heating ducts and other sheet-metal products in new construction and high demand for more efficient air-conditioning and heating systems in existing buildings.
Tilesetters	20,000	35	6,800	Employment expected to increase faster than average as tile is increasingly used in homes and commercial buildings.
PRODUCTION OCCUPATIONS				
Blue collar worker supervisors	1,200,000	27	320,000	Employment expected to increase about as fast as average. Nonmanufacturing industries—especially trade and services—will account for a large part of the increase.
Precision production occupations				
Boilermakers	40,000	8	3,000	Employment expected to grow more slowly than average due to the anticipated slow growth of industries that use boilers. Opportunities are expected to be best for experienced workers to maintain and repair existing equipment.
Bookbinders	30,000	20	6,100	Employment expected to grow about as fast as average in response to growth in the printing industry. Opportunities for machine bookbinders are expected to be better than those for hand bookbinders.
Butchers and meatcutters	191,000	-6	-12,000	Employment expected to decline because of centralized cutting and wrapping of meat for several stores at one location and cutting and boxing of meat in factories.
Compositors and typesetters	104,000	-7	-7,600	Employment expected to decline due to computerization of composition and typesetting. Job opportunities will be scarce.
Dental laboratory technicians	51,000	26	13,000	Employment expected to grow about as fast as average due to rising incomes, growing popularity of orthodontal work, and the increasing number of older persons who require dentures. Intensified competition among dentists could lead to more aggressive marketing of orthodontal and restorative dentistry, causing demand for dental laboratory services to rise even more. Excellent opportunities are expected for graduates of approved programs.
Dispensing opticians and ophthalmic laboratory technicians	39,000	24	9,400	Employment expected to increase about as fast as average as demand for corrective lenses rises. The employment of dispensing opticians is expected to grow more rapidly than that of ophthalmic laboratory technicians because of productivity improvements in optical laboratories.

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CLUSTER **Subgroup** **Occupation**	Estimated employment 1982[1]	Percent change in employment 1982-95[1]	Numerical change in employment 1982-95[1]	Employment prospects
Furniture upholsterers	37,000	8	3,100	Employment expected to increase more slowly than average as people buy new furniture instead of reupholstering the old.
Hand molders	9,100	18	1,600	Employment expected to increase more slowly than average. Although strong demand is likely for metal castings, labor-saving innovations will limit employment growth.
Jewelers	30,000	13	4,000	Employment expected to grow more slowly than average. Best prospects are likely to be in jewelry stores. Attending a good technical school can improve job prospects.
Job and die setters	95,000	27	26,000	Employment expected to increase about as fast as average as demand for machined goods grows. Numerically controlled machine tools are expected to limit the need for additional workers.
Lithographers and photoengravers	67,000	29	20,000	Employment is expected to increase faster than average for lithographers and decline for photoengravers in response to the shift from letterpress to offset printing. Job opportunities will be best for graduates of postsecondary school programs in printing technology.
Machinists and layout markers	236,000	26	62,000	Employment expected to increase about as fast as average due to higher demand for machined metal parts. However, technological developments, such as computer controlled machine tools, are expected to keep employment from growing as fast as the demand for machined parts.
Patternmakers	13,000	17	2,300	Employment expected to grow more slowly than average. Improvements in metal casting technology will allow production to increase faster than employment.
Photographic process workers	67,000	17	11,000	Employment expected to grow more slowly than average due to the increased use of automated processing equipment.
Shoe repair occupations	16,000	15	2,400	Employment expected to grow more slowly than average. Job prospects should be good, nonetheless; because training is difficult to obtain, experienced or trained repairers are in demand.
Toolmakers and diemakers	154,000	21	33,000	Employment expected to grow about as fast as average due to higher demand for machined metal parts, although the use of computer controlled machine tools and improvements in tool design are expected to limit the need for new workers. Due to the long training period for these workers, temporary shortages may occur in areas with many manufacturing firms.
Plant and system operators				
Stationary engineers	58,000	4	2,200	Little change in employment expected despite expansion in industry and growth in the number of buildings, due to greater automation of equipment.
Water and sewage treatment plant operators	72,000	10	7,400	Employment expected to grow more slowly than average due to a slowdown in construction and modernization of treatment plants. Job prospects are likely to be best for those with formal training.
Machine operators, tenders, and setup workers				
Machine tool operators	914,000	22	200,000	Employment expected to increase about as fast as average as the metalworking industries recover from the 1981-82 recession. Over the long run, the use of faster and more versatile automatic machine tools will tend to limit the demand for unskilled operators.
Printing press operators	174,000	18	32,000	Employment expected to increase more slowly than average as faster and more efficient presses accommodate growing output. Competition for jobs is expected.

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Job Outlook

CLUSTER Subgroup Occupation	Estimated employment 1982[1]	Percent change in employment 1982-95[1]	Numerical change in employment 1982-95[1]	Employment prospects
PRODUCTION OCCUPATIONS—continued				
Fabricators, assemblers, and handworking occupations				
Assemblers	1,313,000	25	332,000	Employment expected to increase about as fast as average. Since most jobs are in durable goods industries, economic conditions and national defense spending will continue to affect job prospects.
Automotive painters	36,000	46	17,000	Employment expected to increase faster than average due to the growing number of vehicles and traffic accidents.
Welders and flamecutters	490,000	21	105,000	Employment expected to grow about as fast as average. Automated welding systems are likely to slow growth in some industries, but highly skilled welders will continue to be in demand.
TRANSPORTATION AND MATERIAL MOVING OCCUPATIONS				
Airplane pilots	80,000	29	23,000	Employment expected to grow about as fast as average due to increased air travel. Keen competition, especially for jobs with the major airlines. Opportunitites are expected to be best for college graduates with flying experience.
Busdrivers	473,000	17	78,000	Employment expected to increase more slowly than average, but job openings will be plentiful for school busdrivers.
Construction machinery operators (operating engineers)	202,000[3]	44	89,000	Employment expected to grow faster than average due to increasing construction activity. Job opportunities should be plentiful, especially in highway and bridge maintenance and the construction of mass transit systems.
Industrial truck operators	385,000	18	70,000	Employment expected to increase more slowly than average due to increased use of computerized material handling systems.
Truckdrivers	2,402,000	24	578,000	Employment expected to grow about as fast as the average due to growth in the amount of freight being shipped. Keen competition is likely for jobs in this high-paying occupation.
HANDLERS, EQUIPMENT CLEANERS, HELPERS, AND LABORERS				
Construction laborers and helpers	576,000	29	165,000	Employment expected to grow about as fast as average. Job openings should be plentiful because turnover is high.

1. Estimates are from the BLS Industry-Occupation Matrix.
2. Excludes self-employed.
3. Total does not equal sum of individual estimates because all branches of engineering are not covered separately in the *Occupational Outlook Handbook*.
4. Projection not developed.

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Job Outlook

CLUSTER **Subgroup** **Occupation**	Estimated employment 1982[1]	Percent change in employment 1982–95[1]	Numerical change in employment 1982–95[1]	Employment prospects
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San Francisco, Calif. 94102

Activity # 12 TITLE: Data, People, and Things

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		☒
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	☒
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	

This activity is designed for students who have been working at the same job for over three months and are planning to explore other jobs and/or industries. (# 1)

Methods

Individual activity with follow-up discussion is recommended.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations
- Career Center

Time

Student will need more than one classroom period in addition to time outside class to complete assignment.

Main Idea

To help individuals understand how the Data, People, and Things aspects of their job affect how they feel about it. This information should be used by the students when they are looking for their next job. (question # 9)

Employer Participation

Ask employers for descriptions of jobs available at their company.

Vocabulary

employed	DOT
occupational	designation
industry	occupation
inanimate	equipment

Coordinator Notes

Copy of Dictionary of Occupational Titles (DOT) needed to complete this activity.

Activity # 12 Name____________________________

TITLE: Data, People, and Things

This activity is designed to help you discover how Data, People, and Things of a job affect the way you feel about your work. The activity will help you find out more about your present job. It also will help you make better choices about future jobs.

Every employed person works with Data, People, and Things in some way. While one person works with Data and People (a bank teller), another person may work mostly with Things (a roofer). What would happen if we switched the jobs of these people? Chances are they would both hate their new work. The roofer would probably go home wishing she or he never had to talk to another person in his or her life. The bank teller would never want to look at another hammer.

The Dictionary of Occupational Titles (DOT) lists nearly all of the jobs there are today. It also tells you how much each of those jobs deals with Data, People, and Things. To find the Data, People, and Things of a job, you first need to know the code system of the DOT.

The DOT has three different types of titles:

1. The Occupational Group Arrangement (DOT pages 15 to 946) - This part of the DOT has definitions arranged by DOT codes.

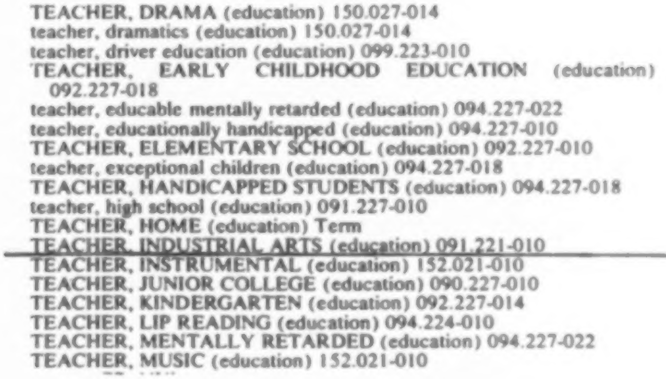
2. The Alphabetical Index of Occupational Titles (DOT pages 965 to 1156) - This part has the job titles and codes in alphabetical order and gives complete nine-digit codes for all titles.

3. Occupational Titles Arranged by Industry Designation (DOT pages 1157 to 1361) - This part has DOT titles and codes according to industry.

Activity # 12 continued page 2 Name____________________________

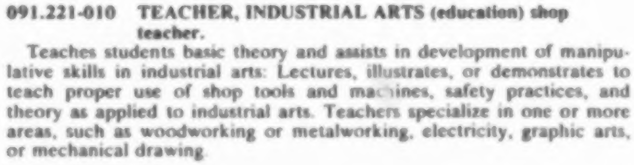
To help you understand the system, we will look at the information for a high school shop teacher.

- In the Alphabetical Index section of the DOT on page 1136, we find the following:



TEACHER, DRAMA (education) 150.027-014
teacher, dramatics (education) 150.027-014
teacher, driver education (education) 099.223-010
TEACHER, EARLY CHILDHOOD EDUCATION (education) 092.227-018
teacher, educable mentally retarded (education) 094.227-022
teacher, educationally handicapped (education) 094.227-010
TEACHER, ELEMENTARY SCHOOL (education) 092.227-010
teacher, exceptional children (education) 094.227-018
TEACHER, HANDICAPPED STUDENTS (education) 094.227-018
teacher, high school (education) 091.227-010
TEACHER, HOME (education) Term
TEACHER, INDUSTRIAL ARTS (education) 091.221-010
TEACHER, INSTRUMENTAL (education) 152.021-010
TEACHER, JUNIOR COLLEGE (education) 090.227-010
TEACHER, KINDERGARTEN (education) 092.227-014
TEACHER, LIP READING (education) 094.224-010
TEACHER, MENTALLY RETARDED (education) 094.227-022
TEACHER, MUSIC (education) 152.021-010

- The 091 part of the DOT code identifies the occupational group. It also tells you where to find the definition of the job title in the Occupational Group Arrangement part of the DOT. On page 67 of the DOT, we find the following:



091.221-010 TEACHER, INDUSTRIAL ARTS (education) shop teacher.

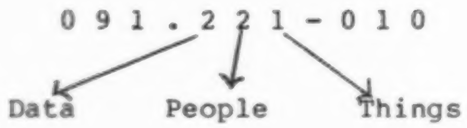
Teaches students basic theory and assists in development of manipulative skills in industrial arts: Lectures, illustrates, or demonstrates to teach proper use of shop tools and machines, safety practices, and theory as applied to industrial arts. Teachers specialize in one or more areas, such as woodworking or metalworking, electricity, graphic arts, or mechanical drawing.

- The last three digits of the code, -010 , are used to show a difference between occupations that have the same first six digits.

- The (education) part of the title indicates the industry designation of the job title. Other job titles in education can be found on pages 1221 to 1223 of the DOT.

- The middle three digits of the code, 221, identify the Data, People, and Things of the occupation.

Activity # 12 continued page 3 Name____________________________



The fourth digit, 2, tells us that the teacher looks at data. Page 6 of this activity describes the Data codes. Read what it says about Data 2.

The fifth digit, 2, tells us that a teacher teaches people. Page 7 of this activity describes the People codes. Read what it has to say about People 2.

The sixth digit, 1, tells us that a shop teacher works with tools. Page 8 of this activity describes the Things codes. Read what it has to say about Things 1.

Directions:

Use the DOT and the Data, People, Things codes on pages 6, 7, and 8 of this activity to answer the following questions:

1. Find the nine-digit DOT code number for each of the following occupations (jobs):

a. Belly Inspector ____________________

b. Fur Blower ____________________

c. Hand Folder ____________________

d. Bottom Buffer ____________________

e. Warp Coiler ____________________

2. Find the occupational titles to go with the following DOT codes:

a. 583.687-022 ____________________

b. 706.684-050 ____________________

c. 379.167-010 ____________________

d. 584.685-022 ____________________

e. 072.101-010 ____________________

Activity # 12 continued page 4 Name______________________

3. Find information about your current job in the DOT.

a. DOT job title______________________________

b. DOT code ______________________________

c. Data code ______________

d. Tell how you work with data on your current job.

____

____

e. People code ______________

f. Tell how you work with people on your current job.

____

____

g. Things code ______________

h. Tell how you work with things on your current job.

____

____

4. Does the job description in the DOT really tell about your job? Yes_____ No_____. If not, what is the difference between what the DOT says and what you do on the job?______________________________

____

____

5. Read through the Data, People, and Things codes on pages 6, 7, and 8 of the activity. Circle the two codes in each area that you like the most.

- Data 0 1 2 3 4 5 6
- People 0 1 2 3 4 5 6 7 8
- Things 0 1 2 3 4 5 6 7

Activity # 12 continued page 5 Name____________________________

6. List at least three occupations and their DOT codes that you like, are preparing for, or are applying for in the near future.

	DOT Job Title	DOT Code
a.	______________________________	______________________________
b.	______________________________	______________________________
c.	______________________________	______________________________

7. Look at the Data, People, and Things codes that you like the most, as shown in question # 5. Compare them to the Data, People, and Things codes you listed next to the occupations in question # 6.

a. How many occupations had close matches? ________________________

b. Which occupation had the closest match? ________________________

8. Use the Industry Designation section of the DOT as a guide. Select six more occupations from industries that you like and match your Data, People, and Things indicated in question # 5.

a. ____________________________ d. ____________________________

b. ____________________________ e. ____________________________

c. ____________________________ f. ____________________________

9. How can understanding the Data, People, and Things help you in making decisions about future jobs.

____

____

____

DATA, PEOPLE, and THINGS

DATA Data refer to the information and ideas gained by seeing, searching, interpreting, picturing, and thinking. Data include such things as numbers, words, symbols, ideas, concepts, and what people say.

0 - Synthesizing: Bringing together data to make conclusions and discover facts.

1 - Coordinating: Using meaningful information to decide the time, place, and order in which something should be done.

2 - Analyzing: Examining data and finding their value; often involves presenting other actions.

3 - Compiling: Getting and putting together information and data. It also means reporting results and/or doing what is indicated.

4 - Computing: Doing arithmetic and/or carrying out the action the arithmetic indicates.

5 - Copying: Rewriting/moving information from one place to another.

6 - Comparing: Examining data in order to see likenesses and differences in Data, People, and Things.

Activity # 12 continued page 7 Name____________________________

DATA, PEOPLE, and THINGS

PEOPLE Human beings. Also includes animals when they are dealt with on an individual basis as human beings.

0 - Mentor: Working with people to advise, counsel, or guide them in regard to answers to their problems.

1 - Negotiate: Discussing and sharing information, ideas, and views to arrive at conclusions and/or solutions.

2 - Instructing: Teaching, training, and instructing others (including animals). This is done by explanation, demonstration, and supervised activities.

3 - Supervising: Deciding what needs to be done, explaining to workers, and directing the work activities.

4 - Diverting: Amusing or entertaining people.

5 - Persuading: Convincing others. Also talking people into buying something or agreeing with your point of view.

6 - Speaking - Signaling: Communicating with others, talking, or signaling to give or exchange information.

7 - Serving: Responding or attending to the needs or wishes of others (including animals).

8 - Taking Instructions: Helping, assisting, and cooperating in doing a task.

Name__________________________

DATA, PEOPLE, and THINGS

THINGS Inanimate objects (not human beings). Things or materials like machines, tools, equipment, and products.

0 - **Setting up:** Adjusting machines or equipment. This may be done by replacing or changing parts on a machine to allow it to function properly.

1 - **Precision Working:** Working to specific standards by choosing proper tools, equipment, and procedures. Also by making careful and accurate adjustments.

2 - **Operate - Control:** Starting, stopping, controlling, and adjusting machines. Make a product or complete a task involving the changing of valves and controls. Done as a result of readings on gauges, dials, etc.

3 - **Driving - Operating:** Using judgment when starting, stopping, steering, and controlling machines that move people and things that need to be guided.

4 - **Manipulating:** Moving, guiding, and placing objects or materials by selecting and using body movements, tools, or devices.

5 - **Tending:** Starting, stopping, observing, and adjusting machines in response to gauges, lights, and other indicators. Involves little judgment in making these decisions.

6 - **Feeding - Offbearing:** Inserting, throwing, dumping, placing materials in or removing them from machines.

7 - **Handling:** Following directions closely in order to move or carry materials or objects.

Activity # 13 TITLE: Interviewing an Entrepreneur

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		☒
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	☒
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

Activity is designed for students who are considering going into business for themselves in the future. (# 2)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student needs time outside of classroom to complete assignment.

Main Idea

To make individuals aware of what it takes to run a business and to develop an action plan (questions # 2, 3, 4, and 5).

Employer Participation

Ask employers how they learned about the industry to which their business belongs.

Vocabulary

entrepreneur
accountant
summarize
professionals
competitor
interviewing

Coordinator Notes

Activity # 13 Name____________________________

TITLE: Interviewing an Entrepreneur

It is the dream of many to own their own business. This is called being an entrepreneur. For some, owning a business will always be just a dream. They never learned how to plan or start a business. They don't even know what it is like to be an entrepreneur. Now that you are part of the work force, you can begin to learn about owning a business. Your daily job observations, experiences, and training will help. You can begin to get a greater insight into running your own business by interviewing an entrepreneur.

In general, successful entrepreneurs have advice for those who want to own and manage their own business:

- Be sure to have the energy, desire, effort, and willingness to work hard.
- Get experience in the field in which you intend to open your business.
- Study the field carefully. If there's no market for your product or service, no matter how hard you work, your business won't succeed.
- Learn from professionals. Rely on accountants for financial advice and lawyers for legal advice.
- Observe how your competitors do business.
- Find courses, training, materials, people, and experiences that you can get to assist you.

Directions:

1. Talk with an entrepreneur. Use pages 2 and 3 of this activity to summarize his or her remarks. Page 2 contains four questions for you to ask. Page 3 should be used to summarize your own questions.

Activity # 13 continued page 2 Name________________________

Interview Questions and Summaries

a. How did you decide to sell the product or service your business provides?________________________

b. What type of training and/or experience did you have in this field before owning your business?________________________

c. What do you like most about being an entrepreneur?________________

d. What are some disadvantages of owning your own business?__________

Activity # 13 continued page 3 Name______________________________

Interview questions and summaries continued

e. Your own question - ______________________________

f. Your own question - ______________________________

2. What can you do to further look into being an entrepreneur?________

3. How are you going to do it?______________________________

4. When are you going to do it?______________________________

5. How will you know when you've done it?______________________________

Activity # 14   TITLE: Can You Make a Business Go?

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	☒
Interests	Y	
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

Activity is designed for students who are considering going into business for themselves in the future. (# 2)

Methods

Individual activity

Resources

- Classroom instruction

Time

Student can complete activity within one classroom period.

Main Idea

To make individuals aware of what it takes to run a business and to develop an action plan (questions # 4, 5, 6, and 7).

Employer Participation

Ask employers what they think is the most important quality people should have to open their own business.

Vocabulary

business

Coordinator Notes

Activity # 14 Name ________________________

TITLE: Can You Make a Business Go?

It takes a certain kind of person to get a business started and to make it go. Are you that type of person? That might be impossible to answer now because you are still growing as a person. The purpose of this activity is not to determine if you are ready to open your own business today. Instead, this activity is intended to do the following:

1. Make you aware of what is needed to be an entrepreneur.
2. Make you look at yourself in regard to what is needed to be successful in your own business.
3. Help you decide now what you can do to prepare yourself for owning a business.

Directions: Answer or do the following:

1. Complete the survey on page 3 of this activity.
2. List those areas from the survey that you checked in the third box.____

____

____

____

____

3. From your list above, select one area that is most needed for your development now.______________________________________

____

4. What are you going to do about it?____________________________

____

____

____

Activity # 14 continued page 2 Name________________________

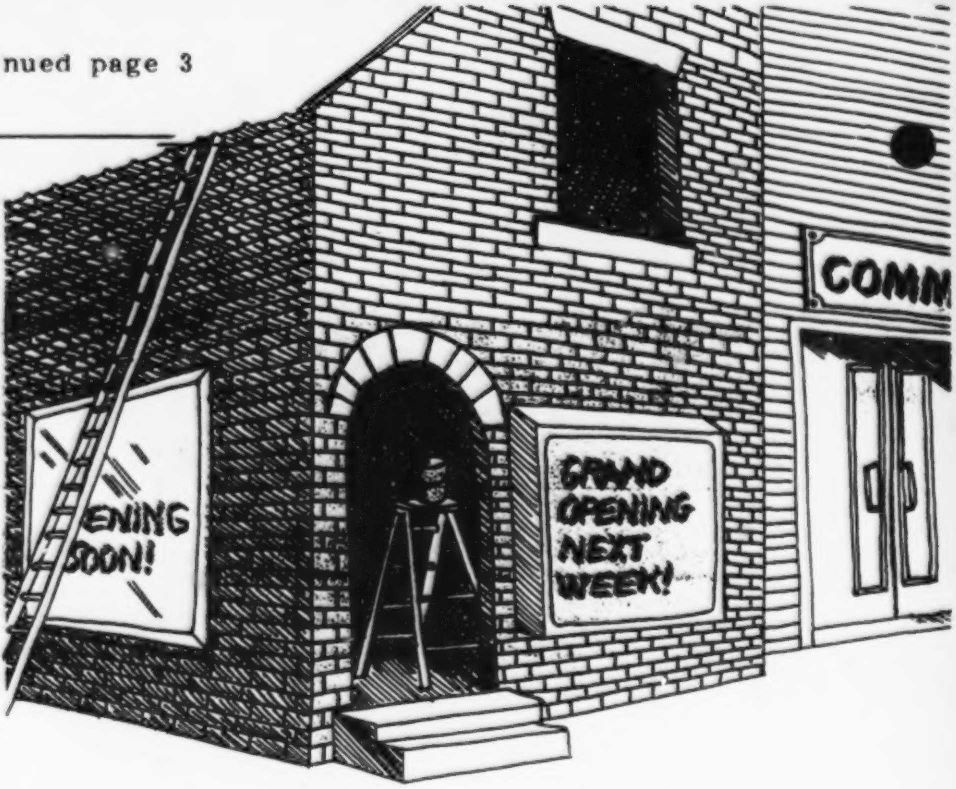
5. How are you going to do it?________________________

6. When are you going to do it?________________________

7. How will you know you have done it?________________________

Activity # 14 continued page 3

Name____________________________________



Under each question, check the answer that says what you feel or comes closest to it. Be honest with yourself.

Are you a self-starter?

☐ I do things on my own. Nobody has to tell me to get going.
☐ If someone gets me started, I keep going all right.
☐ Easy does it. I don't put myself out until I have to.

How do you feel about other people?

☐ I like people. I can get along with just about anybody.
☐ I have plenty of friends—I don't need anyone else.
☐ Most people irritate me.

Can you lead others?

☐ I can get most people to go along when I start something.
☐ I can give the orders if someone tells me what we should do.
☐ I let someone else get things moving. Then I go along if I feel like it.

Can you take responsibility?

☐ I like to take charge of things and see them through.
☐ I'll take over if I have to, but I'd rather let someone else be responsible.
☐ There's always some eager beaver around wanting to show how smart he is. I say let him.

How good an organizer are you?

☐ I like to have a plan before I start. I'm usually the one to get things lined up when the group wants to do something.
☐ I do all right unless things get too confused. Then I quit.
☐ You get all set and then something comes along and presents too many problems. So I just take things as they come.

How good a worker are you?

☐ I can keep going as long as I need to. I don't mind working hard for something I want.
☐ I'll work hard for a while, but when I've had enough, that's it.
☐ I can't see that hard work gets you anywhere.

Can you make decisions?

☐ I can make up my mind in a hurry if I have to. It usually turns out O.K., too.
☐ I can if I have plenty of time. If I have to make up my mind fast I think later I should have decided the other way.
☐ I don't like to be the one who has to decide things.

Can people trust what you say?

☐ You bet they can. I don't say things I don't mean.
☐ I try to be on the level most of the time, but sometimes I just say what's easiest.
☐ Why bother if the other fellow doesn't know the difference?

Can you stick with it?

☐ If I make up my mind to do something, I don't let *anything* stop me.
☐ I usually finish what I start—if it goes well.
☐ If it doesn't go right away, I quit. Why beat your brains out?

How good is your health?

☐ I *never* run down!
☐ I have enough energy for most things I want to do.
☐ I run out of energy sooner than most of my friends seem to.

Now answer question 2
on page 1 of this activity

Survey taken from U.S.
Department of Labor
Occupational Outlook
Quarterly - Winter 1979

Activity # 15 TITLE: Developing an Action Plan

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		☒
Economic Awareness		
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	☒
Reliable/Dependable	N	☒
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	☒
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	☒

This activity is designed for students who indicate they do not plan in a way that allows them to reach their goals. (# 3)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences

Time

Student will probably need more than one classroom period to complete this assignment.

Main Idea

If a person is going to reach a goal, she or he needs an action plan.

Employer Participation

Ask employers if they help their employees set goals and action plans.

Vocabulary

promotion
commitment

Coordinator Notes

Activity # 15

Name ______________________

TITLE: Developing an Action Plan

By making use of a process that involves the steps necessary to reach your goals, you can develop an action plan that works. This activity looks at your present performance. It separates your strengths and weaknesses. Then it lets you look at how you can improve on your weak areas.

Directions: Read through all of the steps in this activity. Start at step one and complete the activity.

Step One

1. List five of your present work duties on the chart below. Show how much you feel you have performed your work duties. Use the chart below. Check (✓) the best number for each job duty between 1 (outstanding performance) and 5 (needs improvement).

Work Duties	Outstanding Performance			Needs Improvement	
	1	2	3	4	5
a. ____________					
b. ____________					
c. ____________					
d. ____________					
e. ____________					

Name____________________________

Step Two

2. List three work duties that you want to improve or learn. These improvements would help toward earning a raise, a promotion, or letter of recommendation.

a.____

b.____

c.____

Step Three

3a. What will happen if you do not improve in these areas?___________

____

____

____

3b. What do you think will happen if you show improvement in these areas?____

____

____

Step Four

4a. Are you ready to make a total commitment to your action plan? Yes_____No_____ If your answer is yes, go to step five. If your answer in no, state your reasons. Give a time when you will be able to make a total commitment in question 4b.

4b. Explain your reasons.____

____

____

4c. When will you make a commitment?________________________________

____

____

Step Five

Now that you have found what it takes to get ahead, let's plan ahead.

5a. What are you going to do?____

____

____

5b. How are you going to do it?______________________________________

____

____

5c. When are you going to start?_____________________________________

____

____

5d. How will you know when you have succeeded in reaching your goals?

____

____

____

____

____

Activity # 16 TITLE: Preparing for the Future by Improving Now

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	☒
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

Activity is designed for students who are dissatisfied with their present job and who are looking for a job that better suits them. (# 1)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations

Time

Student will need more than one classroom period and time outside class to complete activity.

Main Idea

To help students learn a process that will allow them to continually improve.

Employer Participation

Ask employers what qualifications they look for in a full-time employee but that they don't require from a student employee.

Vocabulary

technical
confidence
motivated
appearance
achieve

appropriate
employee
profits
customers

Coordinator Notes

Activity # 16 Name_____________________________

TITLE: Preparing for the Future by Improving Now

Two types of skills are learned on the job. They are technical and employee skills. The technical skills allow you to do your work on the job. These include such skills as knowing how to weld, make bookkeeping entries, fix engines, sell products, etc. Employee skills are those that help you be a better person on the job. The employee skills are normally attitudes and habits. These may be consideration of fellow employees, keeping a good outlook, being a good listener, following instructions, etc.

Technical skills are needed to keep your present job. They may be used as a basis for getting your next job. Employee skills are needed to keep your present job, and they are always used to get the next "better" job.

This activity is designed to help you look at some of your weak skill areas. Then you will develop a plan to improve in these areas.

Directions: Answer below and on the following pages:

1. Rate yourself in each skill area using the Skills Rating Chart on page 2 of this activity.

2. Any skill area you did not rate always or usually needs improvement. However, taking on more than one or two skill areas to improve on at any one time is hard. So select one skill area to improve on and write it here. ____

3. Use the lines on the top of page 3 of this activity to answer this question: Write a short statement telling how you, within the next two weeks, could get this skill from the chart ratings. How would you change sometimes, some improvement needed, or vast improvement needed into the always or, at least, usually columns?

Activity # 16 continued page 2   Name________________________

Work Experience Education
Skills Rating Chart

Employee Skills	Always	Usually	Sometimes	Some Improvement Needed	Vast Improvement Needed	For Coordinator Use
- Do the reading, writing, and math skills properly.						D
- Appearance is appropriate for job tasks.						E
- Have the physical stamina to perform job tasks.						H
- Am motivated to learn, improve, and advance on job.						L
- Can be counted upon to get the job done.						M
- On time for work.						N
- Cooperate with other employees.						O
- Try to please all customers.						P
- Support Company by being honest and loyal.						Q
- Able to start job task without direction.						R
- Make that extra effort to get the job done right.						S
- Feel a sense of pride about the results of your efforts on the job.						T
- Have confidence in my ability to do a job.						V
Technical Skills						
- Understand how job tasks support the purpose of the business.						F
- Understand how your job contributes to the profit of the business.						G
- Discuss job related ideas and information clearly.						AA
- Write notes and messages clearly.						BB
- Follow directions of your supervisor/employer.						CC
- Complete job assignments on time and accurately.						DD
- Have the skills to do job effectively.						EE
- Follow written and unwritten rules of the company.						FF
- Make effective decisions on the job.						II
- Set short range goals on job and achieve them.						JJ

Activity # 16 continued page 3 Name________________________

Question #3 continued____________________________________

4. Keep track of your progress. Write a short note each day for the next few weeks to show how you're doing. When you feel you've made it to the always or usually column, you may quit writing notes below and go to question # 5.

Day	Date	Progress
Mon.		
Tues.		
Wed.		
Thur.		
Fri.		
Sat.		
Sun.		
Mon.		
Tues.		
Wed.		
Thur.		
Fri.		
Sat.		
Sun.		

Name____________________

Question # 4 continued

Day	Date	Progress
Mon.		
Tues.		
Wed.		
Thur.		
Fri.		
Sat.		
Sun.		

5. Congratulations, you are now a better employee. When you improved in this one area, which of your other skill areas also showed improvement? List them here.____________________

____

____

____

6. Which skill areas that need improvement showed no improvement? List them here.____________________

____

____

7. Pick one of the skill areas in question # 6 and go back to question # 3.

Activity # 17 TITLE: Make Up Your Mind - Decisions

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		☒
Economic Awareness		
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	☒

This activity is designed for students who need to learn a decision-making process. (# 4)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job- evaluations

Time

Student can complete activity within one classroom period.

Main Idea

To become aware of the decision-making process and the importance of follow-through.

Employer Participation

Ask employers what they do when an employee continues to make poor decisions and/or fails to make any decision on the job.

Vocabulary

situation	options
unacceptable	evidence

Coordinator Notes

Activity # 17 Name____________________

TITLE: Make Up Your Mind - Decisions

Has anyone ever told you to make up your mind and decide? To make a decision means look before you leap. This means that without some evidence or information, your actions could be dangerous. Before you dive into a pool, shouldn't you consider the chance that it might be empty? After checking the evidence (like people splashing, life guard on the platform, markings from 3 to 9 feet), you might decide to jump in. An action plan will help you organize getting into the pool.

Directions: Read through the entire activity. Begin with question # 1 and complete the activity.

1. Think of a recent time in school or on the job that required you to make a decision.

a. What was that time?____________________

____

____

____

b. Explain how you made that decision.____________________

____

____

____

____

2. Now answer the following questions. Respond to the statements regarding the situation and decision you described in question # 1:

Activity # 17 continued page 2 Name

a. Get a clear picture of the situation. Include values (how you felt about the situation). What do you expect or want as a result of this situation? What would be the ideal situation?

b. Check out the options. As the old saying goes, "There's more than one way to skin a cat." List the many ways you could have reached the same decision.

Option one:

Option two:

Option three:

Option four:

Name________________________

c. Standards. Whenever you have options, you need to rate them as acceptable or non-acceptable. Each option will have "good" and "bad" points. List the good and bad points of each option in (b) on page 2 of this activity. Consider goals that must be met, money, time, and the effect on other areas of your life, etc.

Option one: good points - ________________________

bad points - ________________________

Option two: good points - ________________________

bad points - ________________________

Option three: good points - ________________________

bad points - ________________________

Option four: good points - ________________________

bad points - ________________________

Name____________________________

d. If any of the options in (c) has points that are unacceptable, draw a line through that option. Now look at the remaining options and find the option that is the best. Which option is it?____________

____

____

____

e. Does this option result in the ideal solution you listed in step 2a? Yes_____No_____

If your answer is no, look over your options. You can also look for different options by starting back at 2b.

If your answer is yes, go to question # 4.

4. Develop an action plan.

a. What are you going to do?________________________________

____

____

b. When are you going to do it?______________________________

c. How are you going to do it?_______________________________

____

____

d. How will you know you've done it?__________________________

____

____

5. After going through questions 2a to 2e, what changes would you make in your decision?_______________________________________

____

____

6. How would your action plan be affected?____________________

____

____

Activity # 18 TITLE: Choosing A College

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		☒
Career Decision-Making		☒
Economic Awareness		
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	☒
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	☒

Activity designed primarily for students who are planning to attend college. (# 5)

Methods

Individual activity

Resources

Community contacts/resources
Career Center

Time

Student will need time outside of class to complete assignment.

Main Idea

Know as much about a school as possible before making a decision to attend.

Employer Participation

Ask employers what jobs require college training at their place of business.

Vocabulary

community college
private
university
fraternities

SAT/ACT
recreational
faculty
sororities

Coordinator Notes

Activity # 18 Name________________________

TITLE: Choosing a College

Choosing a college is an important decision. There are many factors to consider. This unit will help you look at these factors before making a final choice.

This activity is divided into two parts. Part I asks questions about what you want from a college. Part II questions deal with one college.

Part I.

Directions: Answer the questions on Part I first. Part II questions are on the next page.

1. What type of college are you considering?

_____ Community college

_____ State college

_____ University of California

_____ Private university

_____ Trade or business school

2. What do you expect from a college education?

_____ General courses

_____ Specific job skills

_____ Entry to graduate school

3. How far from home do you want to be?______________________________

____

4. How large a school do you want?___________________________________

____

5. How important is college social life to you? Are fraternities or sororities important to you? What other activity would you like to do (radio, TV stations, drama, music, sports, clubs)?_______________

____

Activity # 18 continued page 2 Name____________________

Part II.

Directions: Answer the following about one school you may want to attend. Use college guides, interviews, and school visits to answer them.

1. Name a school____________________
2. Your planned major____________________
3. Your long-range job goal____________________
4. How large is the school?____________________
5. Number of courses offered in your major____________________
6. Required entrance tests____________________
7. Average SAT/ACT scores of freshmen____________________
8. Can you compete with these scores?____________________
9. Degrees and jobs offered in your major____________________

____

10. Student services available____________________

____

11. Recreational programs available____________________

____

12. Feelings about available rooms____________________

____

13. Feelings about food services____________________

____

14. Is there student-faculty contact?____________________
15. Estimated cost for year____________________
16. Special features, both good and bad____________________

____

____

Note: Answer each of these questions for each school you may attend.

Activity # 19 TITLE: Values - Things That Are Important to You

OBJECTIVES		
How to Get a Job		☐
How to Keep a Job		☐
How to Leave a Job		☐
Self-Knowledge		☒
Career Preparation		☐
Career Decision-Making		☒
Economic Awareness		☐
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☐
Occupational Opportunities	B	☐
Laws	C	☐
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	☐
Profit vs. Loss	G	☐
Health and Safety	H	☐
Pay/Wages	I	☒
Employee Benefits/Rights	J	☐
Consumer Considerations	K	☐
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	☒
Reliable/Dependable	N	☐
Getting Along with Others	O	☒
Employee-Customer Relations	P	☐
Loyalty/Honesty	Q	☐
Initiative	R	☐
Competitive	S	☐
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	☒
Confidence	V	☒
Aptitudes	W	☐
Abilities	X	☒
Interests	Y	☒
Values	Z	☒
Skills		
Oral Communications	AA	☐
Written Communications	BB	☐
Following Directions	CC	☐
Productivity	DD	☐
Job Related Skills	EE	☐
Rules and Regulations	FF	☐
Taxes	GG	☐
Finances	HH	☐
Decision-Making Skills	II	☐
Planning	JJ	☐

This activity is designed for students who feel they waste a lot of time.(#7)

Methods

Individual activity with follow-up discussion about values in general recommended.

Resources

Classroom instruction

Time

Student can complete activity within one classroom period.

Main Idea

Know your values so that you can make better decisions about your future.

Employer Participation

Ask employers why they decided on their occupation.

Vocabulary

challenge(d)

Coordinator Notes

Activity # 19 Name______________________________

TITLE: Values - Things That Are Important to You

What is important to you? Things that you find important are called values. Knowing what you value is very important. It will help you make decisions about your daily life, school, and work. This activity will help you to (1) identify your values; and (2) determine whether your daily life-style fits what you say is important to you.

Directions: Complete the following chart and questions.

1. Check the column that best tells how you feel about the importance of the values in the following chart.

Values	Not Important	Important	Very Important
a. Getting more schooling, training after high school			
b. Having a high-paying job			
c. Liking a job			
d. Being your own boss			
e. Being able to help others			
f. Being recognized as smart			
g. Having many friends			
h. Being important			
i. Working with people			
j. Having good health			
k. Being successful in school			
l. Controlling your own schedule			
m. Being able to move from one place to another when you want			

Activity # 19 continued page 2 Name_____________________________

Values	Not Important	Important	Very Important
n. Being attractive			
o. Being a leader			
p. Avoiding pressure			
q. Having new and unusual experiences			
r. Accomplishing something important			
s. Doing something creative			
t. Having work admired			
u. Doing things for and with friends			
v. Being challenged			
w. Avoiding responsibility			
x. Being able to always learn			

2. Look at the values you check in the not important column. Circle the check that you have spent the most time and effort on in the last six months.

3. Look at the values you checked in the very important column. Circle the check that you spent little time or effort on in the past six months.

4. Look at the value you circled as not important. What can you do at home, school, or work to cut down on the time you spend on it?_____

____

____

5. Look at the value that you circled as very important. What can you do at home, school, or work to spend more time and effort on it?

____

____

____

Activity # 20 TITLE: Your Personal File

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	☒
Interests	Y	☒
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

Activity is designed for students who do not have a complete and/or up-to-date personal file. (# 10)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job experiences
- Career Center

Time

Student can complete activity within one classroom period.

Main Idea

A complete, accurate, and up-to-date personal file will help people design a resume and fill out applications by organizing their personal information.

Employer Participation

Ask employers if they can recognize job applicants who are organized.

Vocabulary

resume	raise
evaluations	calendar
promotion	personal
checklist	

Coordinator Notes

Activity # 20 Name____________________________

TITLE: Your Personal File

Your personal file should include everything you will need to get yourself future jobs that meet your career and financial (money) needs. It is important that you keep your file organized. You must also make sure your materials and records can be updated easily. Pages 2 and 3 of this activity have a Personal File Checklist and Calendar. These will help you keep your file updated.

Directions:

1. Your Personal File Checklist and Calendar list some important items that make up a personal file. Place a check (✓) in the column headed by a (✓) to indicate those items that you now have for your own use.
2. Contact your WEE coordinator for copies of those items that you did not check in question # 1 above.
3. On your Personal File Checklist and Calendar, list any other items you feel should be a part of your personal file.
4. Some of the items in your personal file need updating at least once a year. The columns that are headed by the year should be checked once you have updated the item.

Activity # 20 continued page 2

YOUR PERSONAL FILE CHECKLIST AND CALENDAR

✓	Items Year 19	8	8	8	8	9	9	9
	Personal Data Sheet (#21)							
	Job Application (#24)							
	Resume (#26)							
	Do's and Don'ts of a Job Interview (#27)							
	The Ten Most Often Asked Interview Questions (#28)							
	The Results (#29)							
	Planning to Find a Job (#31)							
	Likes and Dislikes of Your Job (#34)							
	Describing Your Job (#35)							
	Copies of Your Employer Evaluations							
	Copies of Your School Transcripts							
	Letters of Recommendation (#61)							
	Informing Your Employer (#62)							
	Copies of Your Letters of Recommendation							
	Getting That Raise (#71)							
	Getting That Promotion (#72)							

Name ______________________

YOUR PERSONAL FILE CHECKLIST AND CALENDAR

✓	Items Year 19	8	8	8	8	9	9	9

Activity # 20 continued page 3

Name ____________________

Activity # 21 TITLE: Personal Data Sheet

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	☒
Interests	Y	☒
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who do not have a complete or up-to-date Personal Data Sheet. (#10)

Methods

Individual activity

Resources

- Classroom instruction
- Career Center

Time

Student will need more than one classroom period to complete assignment.

Main Idea

That the Personal Data Sheet will help a person to fill out job application forms accurately and completely and to build resumés.

Employer Participation

Ask employers if they can recognize a job applicant who is organized. What was their initial impression of that person?

Vocabulary

complex
permanent
temporary
personal
previous
marital
occupation

dependents
disabilities
salary
supervisor
references
qualifications
extracurricular

Coordinator Notes

Activity # 21 Name____________________________

TITLE: Personal Data Sheet

Most jobs today require some kind of application form. These forms come in many styles. Some have a simple, single-page format. Others are complex, multi-page forms. The simple forms are usually applications for low-paying and/or temporary jobs. The more complex forms are usually for better paying, more "permanent" jobs.

Many of the questions asked on the application form should be answered long before you ever apply for a job. Most application forms ask for much of the same information. A Personal Data Sheet is important to have with you when you apply for a job. It will help you answer many questions asked on application forms. The following Personal Data Sheet is only a start as you begin filling out applications. From time to time, you will be asked questions for which you don't have answers on your Personal Data Sheet. When this happens, get the answer and add it to the Personal Data Sheet.

As time goes on, the information on the Personal Data Sheet should be updated. Having a possible employer ask you why you listed a dead person as a personal reference would be rather embarrassing.

Directions: The Personal Data Sheet on the following pages will help you to get your facts together. Complete it and use it when you go job hunting.

Activity # 21 continued page 2 Name ____________________

Personal Section

Name ____
last first middle

Present Address ______________________________________

____
city state zip

phone (   ) __________

Length of time at this address ________ from ________ to ________
(yr. mo.)

Permanent Address ______________________________________

____
city state zip

phone (   ) __________

Length of time at this address ________ from ________ to ________
(yr. mo.)

Previous Address ______________________________________

____
city state zip

Length of time at this address ________ from ________ to ________
(yr. mo.)

Previous Address ______________________________________

____
city state zip

Length of time at this address ________ from ________ to ________
(yr. mo.)

Name and phone number of person with whom a message can be left ______

____

In case of emergency notify ______________________________

address ______________________________ phone __________

Activity # 21 continued page 3 Name________________________

Personal Information continued

Age __________________Date of Birth ______________________________

Place of Birth ____
city county state

Social Security Number ________________________

Driver's License Number _______________________

Height ________________ Weight __________________

Color of Eyes __________________Color of Hair___________________

Are you a citizen of the United States? Yes _______ No _______ If no,

what is the country of your citizenship? ___________________________

Marital Status ________________________

Number of Dependents __________________

Condition of Your Health ( ) excellent ( ) good ( ) fair ( ) poor

List any disabilities that you may have. ___________________________

____

List any major diseases that you have had. _________________________

____

Activity # 21 continued page 4 Name ______________________

Work Experience

Name of Employer ______________________

Address ______________________

____
city state zip

phone ( ) ______________________

Type of Business/Product ______________________

Immediate Supervisor & Title ______________________

Starting Date ______________________ Date Left ______________________
month year month year

Starting Salary $ ______________ Finishing Salary $ ______________

Date of Last Raise ______________________

Your Job Title/Position ______________________

Description of Your Job Duties ______________________

____

What did you like about your job? ______________________

____

____

What did you dislike about your job? ______________________

____

____

Reasons for Leaving ______________________

____

____

Activity # 21 continued page 5 Name______________________

References

References are often called the same day you fill out an application. You should contact them. Ask if their name could be given as a positive reference to your character, experience, and qualifications. Before you fill out the application, you should have the following information on each personal reference:

Name ____

Business ____

Address ____

City ______________________ State _________ Zip _________

Phone ( ) ________________ Years Known ______________

Occupation ______________________________________

Hours/Days They Can Be Reached by Phone ________________

____

Name ____

Business ____

Address ____

City ______________________ State _________ Zip _________

Phone ( ) ________________ Years Known ______________

Occupation ______________________________________

Hours/Days They Can Be Reached by Phone ________________

____

Activity # 21 continued page 6 Name ____________________

References Continued

Name ____________________

Business ____________________

Address ____________________

City ____________________ State __________ Zip __________

Phone (   ) ____________________ Years Known __________

Occupation ____________________

Hours/Days They Can Be Reached by Phone ____________________

____

Education

Check the last year completed. ( ) 9 ( ) 10 ( ) 11 ( ) 12

High School ____________________

Address ____________________

City ____________________ State __________ ZIP __________

Dates Attended From ____________________ to ____________________

Graduated in ____________________ Grade Point Average __________

Major Subjects ____________________

Vocational Courses ____________________

Skills ____________________

Other High Schools Attended ____________________

____

____

Junior High School/Middle School ____________________

____

Activity # 21 continued page 7 Name___________________________

Education Continued

Grammar/Elementary School____

____

Planning to attend college? Yes_______ No_______

If yes, full-time?_________ Part-time?_________ Major_________________

Military

Member of Reserve? Yes_______ No________

____

____

Other

Volunteer

____

____

____

Extracurricular Activities

____

____

____

Honors/Awards

____

____

____

Activity # 21 continued page 8 Name______________________________

Other Continued

Interests/Hobbies

____

____

____

Activity # 22 TITLE: Sources of Job Information

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

This activity is designed primarily for students who are not familiar with sources of job information. (#11)

Methods

Individual activity with follow-up discussion recommended.

Resources

- Classroom instruction
- On-the-job observation
- On-the-job experience
- Career Center
- Community contacts/resources

Time

Student will need time outside of classroom to complete assignment.

Main Idea

The more employer contacts one makes, the better the chances of getting a job that meets one's economic and career needs. (question # 9)

Employer Participation

Ask employers how full-time jobs at their places of business are advertised.

Vocabulary

financial
necessity
potential
employers
industries
occupational
agencies

Coordinator Notes

Activity # 22 Name______________________________

TITLE: Sources of Job Information

Too many people accept "work" rather than a job. Sometimes they do so because of financial needs. They do not even consider personal and career opportunities. Others make very little effort to find a job and usually accept the first one that comes along. After a short time, they become unhappy and quit. Then they need to look for "work" again.

Your chances of getting a job that will meet your needs and give you some personal and career opportunities are greater if you can choose from many offers. To do this takes organization, planning, and your contacting a number of potential employers.

There are many sources of job information. These sources will allow you to build a list of potential employers.

- Your own knowledge of your area and experiences in the world of work can give you a start listing employers. Some good jobs may be available where you are presently working. Have you asked? Do you know people from other companies that have done business with your present company?

- Your friends and relatives may have some leads for you.

- The yellow pages of the phone book may provide some other ideas.

- Look for industries that are of interest to you. What types of businesses hire people with your occupational skills?

- The want ads in the local newspapers can provide a number of leads.

Activity #22 continued page 2 Name________________________

- Check with your school career center, placement office, WEE coordinator, vocational teachers, or counselors for any leads or contacts.

- Other sources of job information come from:
  - Local and state employment offices
  - Federal job information centers
  - Unions
  - Private employment agencies

Directions: To help develop a list of potential employers, answer the following questions:

1. From your own knowledge and experience, list some employers that you would consider contacting for a job.

____

____

____

____

2. What leads or contacts have you received from your friends and relatives?

____

____

____

3. List those employers that you discovered by going through the yellow pages of the phone book.

____

____

____

Name______________________________

4. List those employers that you found in the want ads of the newspapers.

5. List the newspaper want ads that you read.

6. List those employer contacts that you received from school sources.

7. What other sources of job information did you use?

8. List those employer contacts that you received from the other sources listed above in question # 7.

Name______________________________

9. Review the potential employers you have named on pages 2 and 3 of this activity. Then, list the six employers you plan to contact first.

____

____

____

____

____

____

Activity # 23 TITLE: The First Contact

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	☒
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who will be contacting potential employers in the near future. (#12)

Methods

Individual activity with follow-up discussion recommended.

Resources

- Classroom instruction
- Career Center
- Community contacts/resources

Time

Student will probably need more than one classroom period to complete assignment.

Main Idea

A good first contact and impression will help a person secure a job; be prepared.

Employer Participation

Ask employers how first contacts are usually made at their place of business.

Vocabulary

employer
personnel
appropriate
salary
resume
businesslike
cashier
personal

Coordinator Notes

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Activity # 23 Name_________________________

TITLE: The First Contact

There are three basic ways to make the first contact with an employer. These are in-person, by phone, and by letter.

In-Person Contacts

Apply for a job at the personnel department of a company. The offices are open during the usual business hours. Be sure to come prepared with your Personal Data Sheet. This will help you complete an application for employment correctly and accurately. When you enter the office, introduce yourself. Then say something like, "I am interested in a (job or job area). Are you accepting applications at this time?"

Many small businesses do not have personnel departments. In these cases, you need to visit the business. Introduce yourself, and ask who you should see about a job. Never call on possible employers during a busy period, during lunch, or at closing time. Find out when the business has some slow time when the employer may not be busy. Be prepared with your Personal Data Sheet. If you do not see the employer in person, it might be a good idea to leave a personal note attached to your application. Keep this note short, neat, and to the point. Include your name and your school, if appropriate; also list the date you can begin work, salary range, and way to contact you. The following is an example of an informal note:

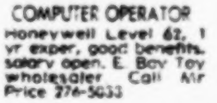
> I am attending Foothill College, and I am available for work from noon on each weekday and all day on Saturdays. I am interested in a job related to accounting. A salary range from $4.00 to $5.00 an hour would be acceptable.
>
> Mary Norton
> 555-8764

148

Activity # 23 continued page 2 Name______________________

Phone Contacts

You should use the phone to begin a contact only when requested by the employer. The want ad shown below is an example:



COMPUTER OPERATOR
Honeywell Level 62, 1 yr exper, good benefits, salary open. E Bay Toy wholesaler Call Mr Price 776-5033

In response to this ad, you would ask for Mr. Price. Introduce yourself, and say, "I am calling about the computer operator job that was advertised in yesterday's Tribune ."

Going through the telephone book and calling one business after another is not suggested. This approach gives the employer the feeling that you are lazy and only interested in "work," not a meaningful job. Employers want people that are really interested in working for them. A personal visit to apply for a job is expected by most businesses.

Letters of Application

In many fields of work, writing a letter of application is the usual way to ask for a personal interview. This is very true in the following cases:

- You need a part-time job in another city or state where you will be attending school.
- You are attending school away from home and need a summer job.
- You are applying with a number of companies in many areas.
- You need a cover letter for mailing resumes.
- You are answering a want ad that wants information to be sent by mail.

If you are looking for a job in another part of the country, you might consider the following:

- Check the yellow pages of the phone book in that area.
- Contact the local Chamber of Commerce of the area.
- Visit your public library. Ask for information on businesses.

The following ideas may help you write a letter of application:

- Type neatly.
- Use a good grade of letter-size typing paper.
- Address your letter to a specific person.

Learn the name of the person who will receive a letter of application. Phone the company, and ask "Who do I write regarding employment possibilities?" Be sure to have paper and pencil ready and get the correct spelling.

- State exactly the kind of job you are seeking and/or why you are applying at this firm.
- Include information about how you can be contacted.
- Be clear, brief, and businesslike.
- Enclose a resume.

Letters of application will vary depending upon why they are used. A sample letter of application is found on page 8 of this activity.

Directions: Answer the following questions about making the first contact with an employer. Be prepared to share your answers:

1. What is the best time to call on a small business that does not have a personnel department? ____

____

____

Name____________________________

2. In looking for job leads, why is it not recommended that you go through the yellow pages? Why shouldn't you call one business after another and ask each one if any job openings exist? ________________

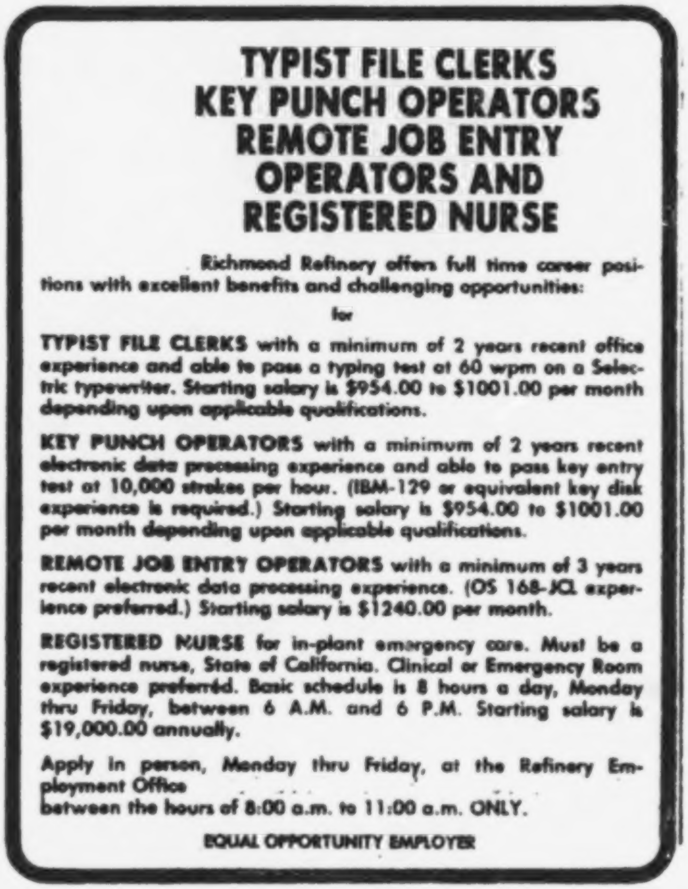
____

____

3. When are phone calls usually used to make the first contact with a company?____

Activity # 23 continued page 5 Name ____________________

4. Richmond Refinery, located at 270 Emblem Way in Richmond, California, placed the following ad in last Sunday's Tribune. Assume that you are going to apply for the job as key punch operator. How would you make your first contact? Give your answer below:



TYPIST FILE CLERKS
KEY PUNCH OPERATORS
REMOTE JOB ENTRY OPERATORS AND REGISTERED NURSE

Richmond Refinery offers full time career positions with excellent benefits and challenging opportunities:

for

TYPIST FILE CLERKS with a minimum of 2 years recent office experience and able to pass a typing test at 60 wpm on a Selectrik typewriter. Starting salary is $954.00 to $1001.00 per month depending upon applicable qualifications.

KEY PUNCH OPERATORS with a minimum of 2 years recent electronic data processing experience and able to pass key entry test at 10,000 strokes per hour. (IBM-129 or equivalent key disk experience is required.) Starting salary is $954.00 to $1001.00 per month depending upon applicable qualifications.

REMOTE JOB ENTRY OPERATORS with a minimum of 3 years recent electronic data processing experience. (OS 168-JCL experience preferred.) Starting salary is $1240.00 per month.

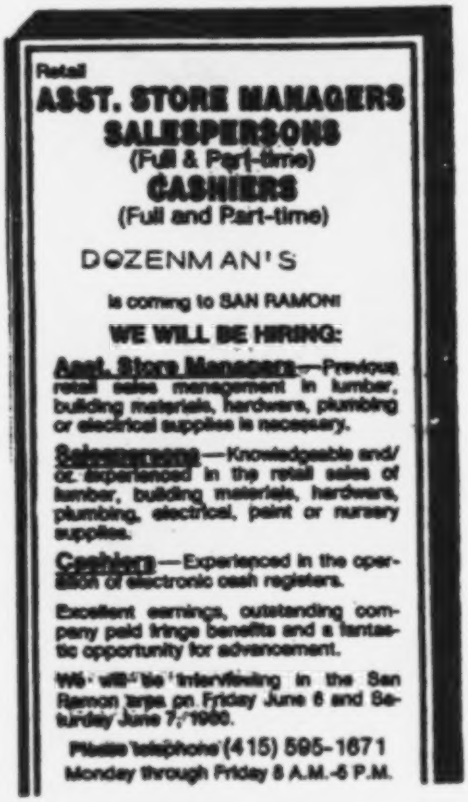
REGISTERED NURSE for in-plant emergency care. Must be a registered nurse, State of California. Clinical or Emergency Room experience preferred. Basic schedule is 8 hours a day, Monday thru Friday, between 6 A.M. and 6 P.M. Starting salary is $19,000.00 annually.

Apply in person, Monday thru Friday, at the Refinery Employment Office
between the hours of 8:00 a.m. to 11:00 a.m. ONLY.

EQUAL OPPORTUNITY EMPLOYER

Activity # 23 continued page 6 Name____________________

5. Dozenman's placed the following ad in last Sunday's Tribune. Assume that you are going to apply for the job as cashier. How would you make your first contact? Give your answer below.



Retail

ASST. STORE MANAGERS

SALESPERSONS

(Full & Part-time)

CASHIERS

(Full and Part-time)

DOZENMAN'S

is coming to SAN RAMON!

WE WILL BE HIRING:

Asst. Store Managers—Previous retail sales management in lumber, building materials, hardware, plumbing or electrical supplies is necessary.

Salespersons—Knowledgeable and/or experienced in the retail sales of lumber, building materials, hardware, plumbing, electrical, paint or nursery supplies.

Cashiers—Experienced in the operation of electronic cash registers.

Excellent earnings, outstanding company paid fringe benefits and a fantastic opportunity for advancement.

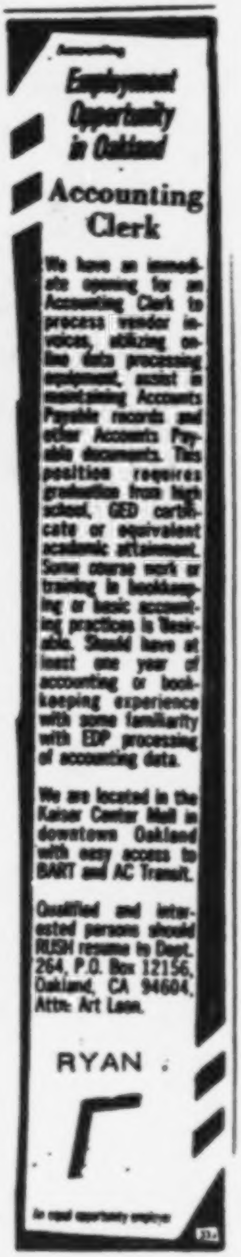
We will be interviewing in the San Ramon area on Friday June 6 and Saturday June 7, 1980.

Please telephone (415) 595-1671

Monday through Friday 8 A.M.-5 P.M.

Activity # 23 continued page 7 Name______________________________

6. Ryan Associates placed the accounting clerk ad in the Sunday Tribune. Assume you are applying for this job. Write a cover letter to Mr. Leon on a separate sheet of paper. Do not prepare a resume for this question.



Employment Opportunity in Oakland

Accounting Clerk

We have an immediate opening for an Accounting Clerk to process vendor invoices, utilizing on-line data processing equipment, assist in maintaining Accounts Payable records and other Accounts Payable documents. This position requires graduation from high school, GED certificate or equivalent academic attainment. Some course work or training in bookkeeping or basic accounting practices is desirable. Should have at least one year of accounting or bookkeeping experience with some familiarity with EDP processing of accounting data.

We are located in the Kaiser Center Mall in downtown Oakland with easy access to BART and AC Transit.

Qualified and interested persons should RUSH resume to Dept. 264, P.O. Box 12156, Oakland, CA 94604, Attn: Art Leon.

RYAN

Activity # 23 continued page 8

4752 Washington Avenue
Newark, CA 94560
(today's date)

Mr. Albert C. Wilson
Personnel Director
Sampson & Sampson
Columbia, MO 65201

Dear Mr. Wilson:

I have just learned that, starting next fall, I have been accepted by the School of Business of the University of Missouri. I will be majoring in accounting.

I am interested in working part time for your company in the Accounting Division. I enjoyed working as a bookkeeper during my senior year in high school. This is one of the main reasons I decided on accounting as a career objective.

For your review, I am enclosing a resume of my qualifications. I will be visiting the school the week of June 25th and would appreciate an interview at that time.

Yours truly,

John Roberts

John Roberts

Enclosure

Phone: (415) 555-8746

SAMPLE LETTER TO OUT-OF-AREA EMPLOYER

Activity # 24 TITLE: Job Application

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	☒
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	☒
Following Directions	CC	☒
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for any student who has not properly or completely filled out a job application form. (#13)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job experiences
- Community contacts/resources

Time

Student will need more than one classroom period to complete assignment.

Main Idea

Part 1: Knowing the legal guidelines that an employer must follow when questioning job applicants will assist the student.

Part 2: A properly and completely filled out job application will give a person looking for a job an advantage over an applicant who has not properly filled out an application.

Employer Participation

Ask employers for copies of their application forms so that students will have a wide range of applications.

Vocabulary

employer
availability
salary
shift
transportation
disabilities
applicable
military
inquiries
qualification
discrimination

Coordinator Notes

Parts 1 and 2 of this activity contain application forms with words unique to those forms. Utilize the basic exercises suggested for teaching vocabulary to supplement this activity.

Activity # 24

TITLE: Job Application, Part 1

Knowing what questions an employer will ask will help you during a job interview. Below are the guidelines an employer must follow for applications and interviews. Read these guidelines. Then get a blank job application form from a business. Circle any part of that form which is not allowed, according to the guidelines.

EMPLOYMENT INQUIRY GUIDELINES
(California Department of Fair Employment and Housing)

The California Fair Employment Practice Act does not allow any non-job-related inquiry. This is for verbal questions or through the use of an application form. No employer can limit a person's employment chances because of race, color, religion, birthplace, background, health (cancer-related), physical handicap, marital status, sex, or age. The rules of the Fair Employment and Housing Department define this to include any question which:

1. Identifies a person on a basis covered by the act

2. Results in too much screening out of members of protected group

3. Does not involve a true indicator of potential for successful job performance.

It is the employer's right to establish job-related requirements and to seek the most qualified individual for the job. The information obtained through application forms and interviews can only be used by the employer in making selection and assignment decisions. For this reason, the employer should make only those inquiries needed to determine the applicant's eligibility for employment. Documents required for true business purposes which reveal protected information (such as birth certificates, naturalization papers, or medical histories) may be requested at the point of hire, not before. (The point of hire is reached once the employer has decided to hire and so informs the applicant.)

This guide is not intended to have all acceptable and unacceptable inquiries. The examples listed are questions frequently asked. Those considered unacceptable are likely to limit the employment opportunities of persons protected by the FEP Act. For further detail, consult the Department's Employment Regulations. These regulations and answers to questions on pre-employment inquiries can be obtained by writing to the Department of Fair Employment & Housing, 1201 I Street, Sacramento, CA 95814.

Collecting Applicant Flow Data

It is not unlawful for an employer to collect applicant-flow and other recordkeeping data for statistical purposes. Employers should get this information on a voluntary basis. They can then meet federal and state requirements and comply with affirmative action efforts.

The material should be collected and filed separately. Misuse of these data is a violation of the FEP Act.

Activity # 24 continued page 3

Pre-Employment Inquiries

ACCEPTABLE	SUBJECT	UNACCEPTABLE
"Have you ever used another name?" or "Is any additional information relative to change of name, use of an assumed name, or nickname necessary to enable a check on your work and education record? If yes, please explain."	NAME	Maiden name.
Place of residence.	RESIDENCE	"Do you own or rent your home?"
Statement that hire is subject to verification that applicant meets legal age requirements. "If hired, can you show proof of age?" "Are you over 18 years of age?" "If under 18, can you, after employment, submit a work permit?"	AGE	Age. Birthdate. Dates of attendance or completion of elementary or high school. Questions which tend to identify applicants over age 40.
"Can you, after employment, submit verification of your legal right to work in the states?" or Statement that such proof may be required after employment.	BIRTHPLACE, CITIZENSHIP	Birthplace of applicant, applicant's parents, spouse, or other relatives. "Are you a U.S. citizen?" or Citizenship of applicant's parents, spouse, or other relatives. Requirements that applicant produce naturalization, first papers, or alien card prior to employment.
Languages applicant reads, speaks, or writes.	NATIONAL ORIGIN	Questions as to nationality, lineage, ancestry, national origin, decent or parentage of applicant, applicant's parents, or spouse. "What is your mother tongue?" or Language commonly used by applicant. How applicant acquired ability to read, write, or speak a foreign language.

Activity # 24 continued page 4

Pre-Employment Inquiries

ACCEPTABLE	SUBJECT	UNACCEPTABLE
Name and address of parent or guardian if applicant is a minor. Statement of company policy regarding work assignment of employees who are related.	SEX, MARITAL STATUS, FAMILY	Questions which indicate applicant's sex. Questions which indicate applicant's marital status. Number and/or ages of children or dependents. Provisions for child care. Questions regarding pregnancy, child bearing, or birth control. Name or address of relative, spouse, or children of adult applicant. "With whom do you reside?" or "Do you live with your parents?"
None acceptable.	RACE, COLOR	Questions as to applicant's race or color. Questions regarding applicant's complexion or color of skin, eyes, or hair.
Statement that photograph may be required after employment.	PHYSICAL DESCRIPTION, PHOTOGRAPH	Questions as to applicant's height and weight. Require applicant to affix a photograph to application. Request applicant, at his or her option, to submit a photograph after interview but before employment.
Statement by employer that offer may be made contingent on applicant passing a job-related physical examination. "Do you have any physical condition or handicap which may limit your ability to perform the job applied for? If yes, what can be done to accommodate your limitation?"	PHYSICAL CONDITION, HANDICAP	Questions regarding applicant's general medical condition, state of health, or illness. Questions regarding receipt of Worker's Compensation. "Do you have any physical disabilities or handicaps?"

Activity # 24 continued page 5

Pre-Employment Inquiries

ACCEPTABLE	SUBJECT	UNACCEPTABLE
Statement by employer of regular days, hours, or shifts to be worked.	RELIGION	Questions regarding applicant's religion. Religious days observed or "Does your religion prevent you from working weekends or holidays?"
"Have you ever been convicted of a felony or, within (specified time period), a misdemeanor which resulted in imprisonment?" (Such a question must be accompanied by a statement that a conviction will not necessarily disqualify applicant from the job applied for.)	ARREST, CRIMINAL RECORD	Arrest record or "Have you ever been arrested?"
Statement that bonding is a condition of hire.	BONDING	Questions regarding refusal or cancellation of bonding.
Questions regarding relevant skills acquired during applicant's U.S. military service.	MILITARY SERVICE	General questions regarding military service, such as dates and type of discharge. Questions regarding service in a foreign military.
None acceptable.	ECONOMIC STATUS	Questions regarding applicant's current or past assets, liabilities, or credit rating, including bankruptcy or garnishment.
"Please list job-related organizations, clubs, professional societies, or other associations to which you belong--you may omit those which indicate your race, religious creed, color, national origin, ancestry, sex, or age."	ORGANIZATIONS, ACTIVITIES	"List all organizations, clubs, societies, and lodges to which you belong."

Pre-Employment Inquiries

ACCEPTABLE	SUBJECT	UNACCEPTABLE
"By whom were you referred for a position here?" Names of persons willing to provide professional and/or character references for applicant.	REFERENCES	Questions of applicant's former employers or acquaintances which elicit information specifying the applicant's race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, age, or sex.
Name and address of person to be notified in case of accident or emergency.	NOTICE IN CASE OF EMERGENCY	Name and address of relative to be notified in case of accident or emergency.

Sample Questions

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION
Date
Social security number
Name
Present address
Phone number
If related to anyone in our employment, state name and department
Referred by

EMPLOYMENT DESIRED
Position
Date you can start
Are you employed now?
If so, may we inquire of your present employer?
Have you ever applied to this company before? Where? When?

EDUCATION
Name and location of school
Did you graduate?
Subjects studied

(For grammar school, high school, college, trade, business, or correspondence school)

Subjects of special study or research work
What foreign languages do you speak fluently? Read? Write?
Activities (you may exclude those which indicate the race, creed, sex, marital status, age, color, national origin, or physical handicap of its members)

FORMER EMPLOYERS
Date (from/to)
Name and address of employer
Position
Reason for leaving

(List employers, starting with the most recent)

REFERENCES
Name
Address
Business
Years acquainted

OTHER
In case of emergency notify (name, address, phone number)
I authorize investigation of all statements contained in this application.
I understand that misrepresentation or omission of facts called for is cause for dismissal.
Signature and date

Name______________________________

TITLE: Job application, Part 2

A job application is usually your first contact with what could become your new place of work. MAKE IT COUNT !!! Keep your application neat, accurate, and complete. Possible employers will feel that you are an organized person who would help their business. Remember, you are competing for a job against a large number of other people. Filling out an application properly could be the reason you get an interview instead of someone else.

Directions: Read the information about completing a job application. Answer the questions required. Consult the guidelines from Part 1.

General Guidelines

- Have your Personal File (activity # 20) updated and available.
- Read the entire application before starting to complete the form. This will give you an idea of what the application is seeking.
- Spelling must be correct.
- Printing must be easy to read and in pen.
- Neatness is required.
- Ideas must be simple, exact, and self-explanatory. (Activities # 34 and # 35)

General Rules of Employment Applications

- Write the answers as if you were presenting yourself to someone you've never met. This application will serve as a description of yourself.

- Go through each section of the employment application. Write out the best possible answer for each question. Use this activity information as a guide.

Personal Information

- Besides your present name, you will often be asked to list all the names you have used. For example, Clark Kent would also be Superman.

- Give your present, previous, and permanent address. P.O. Boxes are generally not acceptable. Be sure to use ZIP codes.

- Phone numbers with area codes are needed.

- Phone numbers where a message can be left for you are often required.

- In case of an emergency notify ________________ (number).

- Other numbers include the following:
  - Driver's license
  - Social security
  - Car licenses
  - Passports

1. Complete the following part of an employment application:

NAME ______________________________ SOCIAL SECURITY NO. __________ DATE ____ ________ 19____
Last First Middle

PRESENT ADDRESS ______________________________ PHONE __________
No. Street City State Zip Code

PERMANENT ADDRESS IF DIFFERENT ______________________________ PHONE __________
No. Street City State Zip Code

LAST PREVIOUS ADDRESS ______________________________
No. Street City State Zip Code

IN EMERGENCY NOTIFY ______________________________
Name Street City State Phone

GENERAL	SECURITY	AFFIRMATIVE ACTION (Optional)
Are you at least 18 years of age? ☐ YES ☐ NO Are you under the age of 65? ☐ YES ☐ NO	Are you a U.S. Citizen ☐ YES ☐ NO If no, indicate present immigration status and alien registration number __________ __________ __________	Handicapped ☐ YES ☐ NO Nature of handicap? __________ Disabled veteran ☐ YES ☐ NO Nature of disability __________ Vietnam ERA veteran ☐ YES ☐ NO From __________ To __________ Dates served

Activity # 24 continued page 10 Name____________________

Work Availability Information

Most applications will try to find out if you really want the job by asking these types of questions about your availability to work:

- Are you at least 18 years of age?
- If you are not 18, can you get a work permit?
- Are you under 65 years of age?
- What positions are desired?
- What dates are you available?
- What salary is expected?
- What shift can you always work?
- Are you available for overtime work? Regular shift? Weekends?
- Do you have your own transportation?
- If not, what methods of transportation will you use?
- Do you have any friends or relatives working for us? If so, give the name and relationship.
- Have you ever worked for us before? If so, when?
- Do you have any physical or mental disabilities that should be considered in the work for which you are applying?
- Are you a U.S. citizen? If not, give the name on your visa.
- Are you willing to travel and/or relocate?

2. Answer the following questions from an employment application that are applicable to you:

Position Desired____________________ Date Available__________ Salary Expected______

Equipment you operate as it applies to your position desired:____________________

____

____

Referred by: Newspaper____________________ Other ____________________

Can you work permanently four days a week? First Shift__________ Second Shift__________

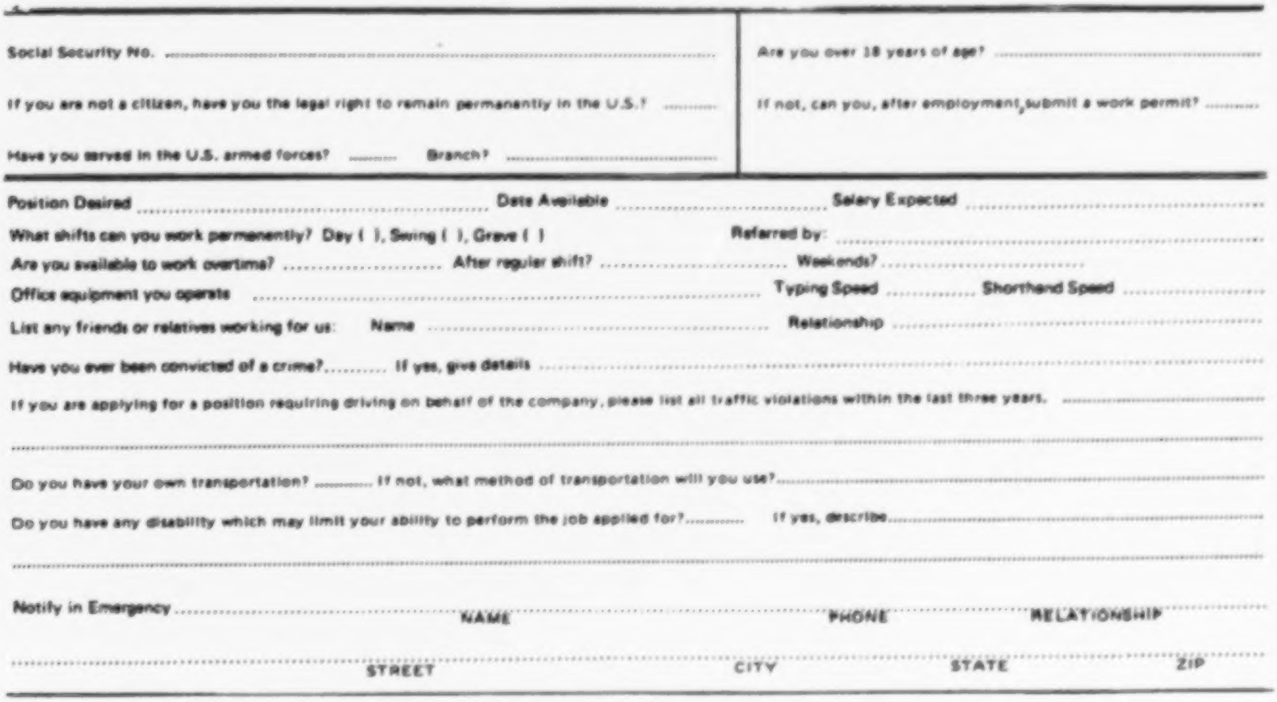
(Manufacturing: 6:30 am - 5:00 pm Office: 7:00 am - 5:45 pm 2nd Shift: 5:00 pm - 3:30 am)

Are you willing and able to work overtime?____________________

If applying for part-time employment, list the hours you are available: ____________________

Activity # 24 continued page 11 Name ______________________

3. Answer the following questions from an employment application that are applicable to you:



Social Security No. ....

If you are not a citizen, have you the legal right to remain permanently in the U.S.? ....

Have you served in the U.S. armed forces? .... Branch? ....

Are you over 18 years of age? ....

If not, can you, after employment, submit a work permit? ....

Position Desired .... Date Available .... Salary Expected ....

What shifts can you work permanently? Day ( ), Swing ( ), Grave ( ) Referred by: ....

Are you available to work overtime? .... After regular shift? .... Weekends? ....

Office equipment you operate .... Typing Speed .... Shorthand Speed ....

List any friends or relatives working for us: Name .... Relationship ....

Have you ever been convicted of a crime?.......... If yes, give details ....

If you are applying for a position requiring driving on behalf of the company, please list all traffic violations within the last three years. ....

....

Do you have your own transportation? .... If not, what method of transportation will you use? ....

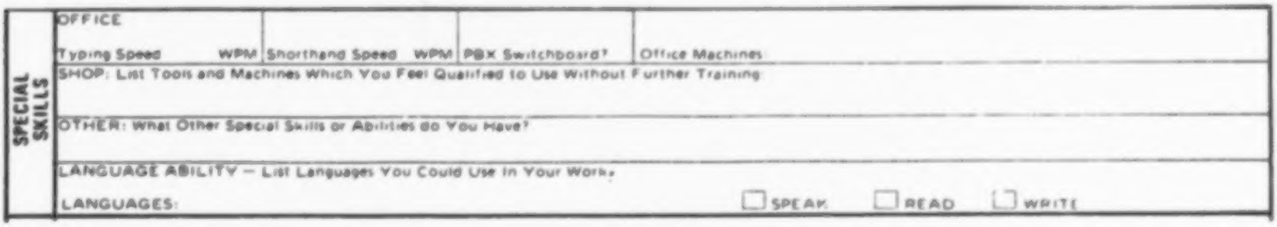
Do you have any disability which may limit your ability to perform the job applied for? .... If yes, describe ....

....

Notify in Emergency ....
NAME PHONE RELATIONSHIP

....
STREET CITY STATE ZIP

4. To identify your skills on an application means knowing your speed, accuracy, names of machines you can operate, and their brand names. Complete the following part of an employment application:



SPECIAL SKILLS

OFFICE

Typing Speed WPM | Shorthand Speed WPM | PBX Switchboard? | Office Machines

SHOP: List Tools and Machines Which You Feel Qualified to Use Without Further Training

OTHER: What Other Special Skills or Abilities do You Have?

LANGUAGE ABILITY — List Languages You Could Use in Your Work.

LANGUAGES: ☐ SPEAK ☐ READ ☐ WRITE

Activity # 24 continued page 12 Name______________________

Information about your military service is usually asked in the following way:

MILITARY SERVICE	BRANCH OF SERVICE	DUTIES	DATE OF INDUCTION		
	DATE OF DISCHARGE	RANK AT DISCHARGE	TYPE OF DISCHARGE	RESERVE STATUS	PRESENT DRAFT CLASSIFICATION
	BOARD NUMBER AND ADDRESS	ARE YOU A MEMBER OF THE NATIONAL GUARD?	ARE YOU RECEIVING EITHER COMPENSATION OR PENSION?		

Education

You need the names and locations of the schools you attended and finished. These include grade school, junior high school, high school, college or university, and vocational courses.

Usually, the information required includes:

- Years completed at each school
- Degrees, licenses, certificates, etc.
- Major courses
- Dates attended
- Vocational and business courses
- Grade point average
- Subjects of special study or research work
- Schools you are attending now

5. Complete the education part of an employment application on page 13 of this activity.

Activity # 24 continued page 13 Name______________________

EDUCATION:

CIRCLE LAST GRADE COMPLETED: GRADE 1 2 3 4 5 6 7 8 9 10 11 12

HIGH SCHOOL LAST ATTENDED	NAME OF SCHOOL	DATES ATTENDED				GRADUATE?		GRADE AVERAGE	MAJOR SUBJECTS
		FROM		TO					
		MO.	YR.	MO.	YR.	YES	NO		
	CITY & STATE								

LIST BELOW YOUR ATTENDANCE AT ALL COLLEGES, TRADE AND MILITARY SERVICE SCHOOLS BEGINNING WITH YOUR MOST RECENT. (ASK FOR A CONTINUATION SHEET IF NEEDED.)

NAME OF SCHOOL	STARTED	LEFT	COURSE OF STUDY
LOCATION		YEARS COMPLETED	GRADE POINT AVERAGE OUT OF
FIELDS OF SPECIALIZATION	DEGREE CONFERRED (GIVE FULL NAME)		

NAME OF SCHOOL	STARTED	LEFT	COURSE OF STUDY
LOCATION		YEARS COMPLETED	GRADE POINT AVERAGE OUT OF
FIELDS OF SPECIALIZATION	DEGREE CONFERRED (GIVE FULL NAME)		

NAME OF SCHOOL	STARTED	LEFT	COURSE OF STUDY
LOCATION		YEARS COMPLETED	GRADE POINT AVERAGE OUT OF
FIELDS OF SPECIALIZATION	DEGREE CONFERRED (GIVE FULL NAME)		

EDUCATION -- ADDITIONAL INFORMATION:

WHAT SUBJECTS ARE YOU STUDYING NOW? WHERE?

DO YOU PLAN TO CONTINUE YOUR EDUCATION? WHAT SUBJECTS? WHERE? WHEN?

COLLEGE SUBJECTS OF GREATEST INTEREST

ACADEMIC OR SCHOLASTIC HONORS WHAT PERCENT OF YOUR COLLEGE EXPENSES DID YOU EARN?

MAJOR EXTRACURRICULAR ACTIVITIES

THESIS SUBJECT

RESEARCH PROFESSOR

INDICATE ANY RESEARCH PROJECT OR PRACTICAL DESIGN YOU HAVE UNDERTAKEN, OR ANY PRODUCT YOU HAVE MADE YOURSELF REQUIRING ORIGINALITY AND APPLICATION OF PROFESSIONAL KNOWLEDGE OR SKILL IN YOUR FIELD.

LIST YOUR PUBLICATIONS OR PATENTS:

Activity # 24 continued page 14 Name______________________

Recently, the employment record and data sections have become very specific about the information they are seeking. Use Activity # 34 to help you complete this section.

6. Complete the following part of an employment application. Use your present job as a reference or a job that you recently left:

NAME OF EMPLOYER		ADDRESS			TYPE OF BUSINESS
START DATE MO. YR.	DATE LEFT MO. YR.	START SALARY (WK.-MO.-YR.)	FINAL SALARY (WK.-MO.-YR.)	BONUSES OR OVERTIME EARNED	STARTING POSITION FINAL POSITION
YOUR IMMEDIATE SUPERVISOR AND HIS TITLE			REASON FOR LEAVING		
NUMBER AND TYPE OF PEOPLE YOU SUPERVISED					MAY WE CONTACT PRESENT EMPLOYER? YES ☐ NO ☐
WORK YOU PERFORMED (BE SPECIFIC AS TO PROJECTS, ETC.)					
WHAT DID YOU ENJOY MOST ABOUT YOUR JOB?			WHAT DID YOU LEAST ENJOY ABOUT YOUR JOB?		
IF YOU FEEL YOU MADE ANY ORIGINAL OR CREATIVE CONTRIBUTION TO THIS JOB, PLEASE DESCRIBE.					

Activity # 24 continued page 15 Name______________________

7. Pre-employment inquiries are often the result of your answers to questions. Complete the following:

PRE EMPLOYMENT INQUIRIES

May we contact your present employer? ☐ Yes ☐ No May we contact you during working hours? ☐ Yes ☐ No

IN THE SPACE BELOW PLEASE LIST THREE PERSONS WHO CAN COMMENT ON YOUR EDUCATIONAL OR JOB RELATED EXPERIENCE. (DO NOT GIVE RELATIVES OR YOUR EMPLOYERS LISTED ABOVE)

Name ______________ Occupation ______________ Phone No 8AM-5PM ______________

Name ______________ Occupation ______________ Phone No 8AM-5PM ______________

Name ______________ Occupation ______________ Phone No 8AM-5PM ______________

References, such as the ones named above, are often contacted the same day you fill out the application. Therefore, you should contact them. Ask if their names could be given as a positive reference to your character, experience, and qualifications. Before you fill out the applications, you should have the following information on each personal reference:

- Name
- Place of employment
- Address
- Phone
- Years known
- Occupation
- Hours/days he or she can be reached by phone

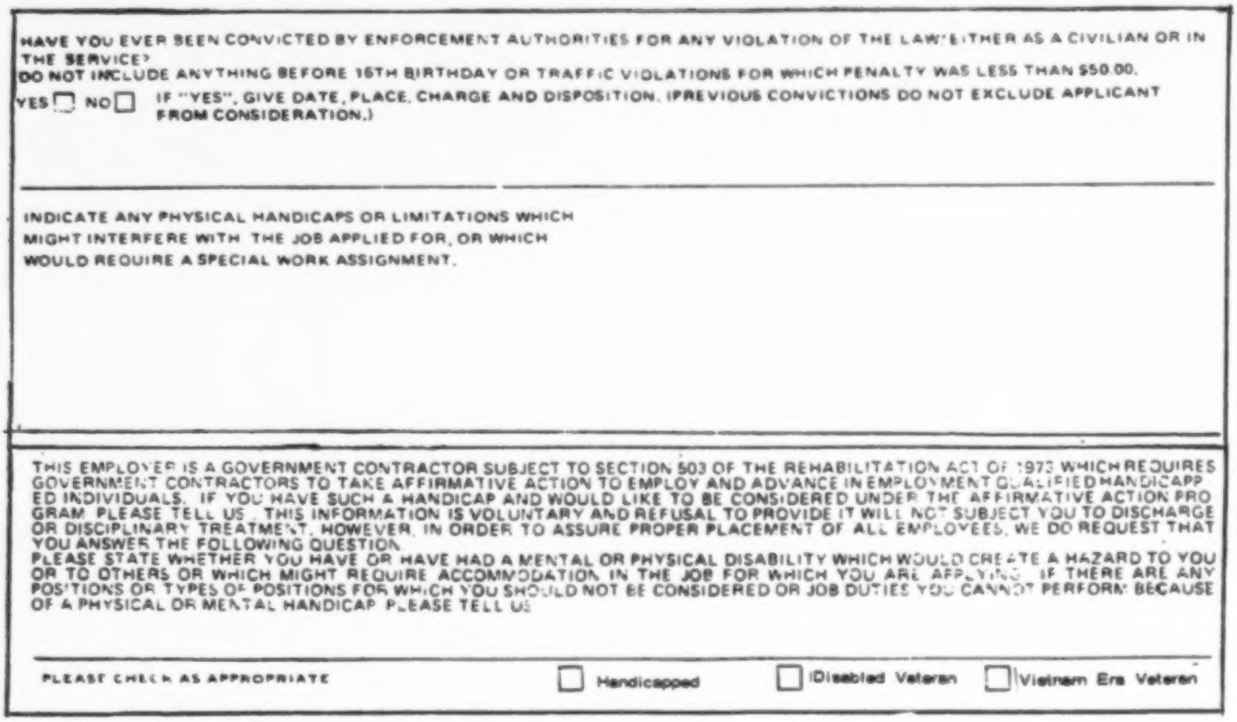
The above information on each of your references should be kept in your Personal Data Sheet and File.

Activity # 24 continued page 16 Name_________________________

Questions You Do Not Have to Answer

Federal and state laws do not allow discrimination in employment because of race, color, religion, sex, national origin, or mental and physical handicaps. The law also does not permit discrimination on the basis of age for persons age 40 to 70.

You may find these questions, which are legal, on your application in the following manner:



HAVE YOU EVER BEEN CONVICTED BY ENFORCEMENT AUTHORITIES FOR ANY VIOLATION OF THE LAW EITHER AS A CIVILIAN OR IN THE SERVICE?
DO NOT INCLUDE ANYTHING BEFORE 16TH BIRTHDAY OR TRAFFIC VIOLATIONS FOR WHICH PENALTY WAS LESS THAN $50.00.
YES ☐ NO ☐ IF "YES", GIVE DATE, PLACE, CHARGE AND DISPOSITION. (PREVIOUS CONVICTIONS DO NOT EXCLUDE APPLICANT FROM CONSIDERATION.)

INDICATE ANY PHYSICAL HANDICAPS OR LIMITATIONS WHICH MIGHT INTERFERE WITH THE JOB APPLIED FOR, OR WHICH WOULD REQUIRE A SPECIAL WORK ASSIGNMENT.

THIS EMPLOYER IS A GOVERNMENT CONTRACTOR SUBJECT TO SECTION 503 OF THE REHABILITATION ACT OF 1973 WHICH REQUIRES GOVERNMENT CONTRACTORS TO TAKE AFFIRMATIVE ACTION TO EMPLOY AND ADVANCE IN EMPLOYMENT QUALIFIED HANDICAPPED INDIVIDUALS. IF YOU HAVE SUCH A HANDICAP AND WOULD LIKE TO BE CONSIDERED UNDER THE AFFIRMATIVE ACTION PROGRAM PLEASE TELL US. THIS INFORMATION IS VOLUNTARY AND REFUSAL TO PROVIDE IT WILL NOT SUBJECT YOU TO DISCHARGE OR DISCIPLINARY TREATMENT. HOWEVER, IN ORDER TO ASSURE PROPER PLACEMENT OF ALL EMPLOYEES, WE DO REQUEST THAT YOU ANSWER THE FOLLOWING QUESTION.
PLEASE STATE WHETHER YOU HAVE OR HAVE HAD A MENTAL OR PHYSICAL DISABILITY WHICH WOULD CREATE A HAZARD TO YOU OR TO OTHERS OR WHICH MIGHT REQUIRE ACCOMMODATION IN THE JOB FOR WHICH YOU ARE APPLYING. IF THERE ARE ANY POSITIONS OR TYPES OF POSITIONS FOR WHICH YOU SHOULD NOT BE CONSIDERED OR JOB DUTIES YOU CANNOT PERFORM BECAUSE OF A PHYSICAL OR MENTAL HANDICAP PLEASE TELL US

PLEASE CHECK AS APPROPRIATE ☐ Handicapped ☐ Disabled Veteran ☐ Vietnam Era Veteran

Activity # 24 continued page 17 Name__________________________

Before you sign an application for employment, be sure you read all the information on the form. Read it carefully!!! Some examples:

"I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYED, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED HEREIN AND THE REFERENCES LISTED ABOVE TO GIVE YOU ANY AND ALL INFORMATION CONCERNING MY PREVIOUS EMPLOYMENT AND ANY PERTINENT INFORMATION THEY MAY HAVE, PERSONAL OR OTHERWISE, AND RELEASE ALL PARTIES FROM ALL LIABILITY FOR ANY DAMAGE THAT MAY RESULT FROM FURNISHING SAME TO YOU.

I UNDERSTAND AND AGREE THAT, IF HIRED, MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PRIOR NOTICE."

DATE SIGNATURE

THIS APPLICATION IS SUBMITTED WITH THE UNDERSTANDING THAT

(READ CAREFULLY)

1. ALL THE STATEMENTS AND INFORMATION IN THIS APPLICATION ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND NO ATTEMPT HAS BEEN MADE TO CONCEAL OR WITHHOLD PERTINENT INFORMATION.
2. ALL FACTS GIVEN HERE ARE OPEN TO INVESTIGATION BY THE COMPANY.
3. IF ANY OF THE ABOVE INFORMATION IS FOUND TO BE FALSE OR MISREPRESENTED, IT WILL BE SUFFICIENT GROUNDS FOR REJECTION OF MY APPLICATION OR IMMEDIATE DISMISSAL FROM THE COMPANY.
4. UNION MEMBERSHIP ☐ WILL ☐ WILL NOT BE A CONDITION OF EMPLOYMENT.
5. I HEREBY AUTHORIZE MY REFERENCES, SCHOOLS, FORMER EMPLOYERS, PHYSICIANS, SUPERVISORS, ETC., TO GIVE ANY INFORMATION TO THE COMPANY REGARDING MY WORK, CONDUCT, RECORDS, ETC., AND RELEASE THEM AND THEIR COMPANY FROM ANY LIABILITY FOR ANY DAMAGE WHATSOEVER REGARDING THIS INFORMATION.
6. I HEREBY AGREE TO ABIDE BY ALL RULES, REGULATIONS AND POLICIES.
7. A PHYSICAL EXAMINATION MAY BE A CONDITION OF PERMANENT EMPLOYMENT.
8. THIS APPLICATION PLACES THE COMPANY UNDER NO OBLIGATION WHATSOEVER.

____

(SIGNATURE)

AGREEMENT

The Fair Credit Reporting Act (Public Law 91-588) requires that we advise you that a routine inquiry may be made into an applicant's background. If a Consumer Reporting Agency is engaged in the investigation, information relevant to the nature and scope of the inquiry, if one is made, will be provided upon applicant's written request.

THIS APPLICATION IS NOT COMPLETE UNTIL THE FOLLOWING STATEMENT HAS BEEN READ AND SIGNED.

I certify that all of the information furnished on this form is true, complete, and correct to the best of my knowledge and that any omission or misrepresentation of material fact may result in refusal of or separation from employment. I understand that such information is subject to verification by Avantek. I have no objection to making application for security clearance, if necessary, signing an employee agreement on confidential information and inventions, or taking a medical examination.

______________________________ ________________

Signature Date

Activity # 25 TITLE: Industry/Business/Job Exploration

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		☒
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	☒
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	☒
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	☒
Values	Z	☒
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who either have never explored an industry, business, or job or who are currently looking for a job. (# 14)

Methods

Individual activity with follow-up discussion recommended.

Resources

- Classroom instruction
- Career Center
- Community contacts/resources

Time

Student will need more than one classroom period and time outside of class to complete the assignment.

Main Idea

People who explore an industry, business, or job prior to an interview will be more knowledgeable about their place in the company during the interview. This gives an applicant a definite edge over those who have not explored the business.

Employer Participation

Ask employers if they would allow a potential employee to explore their business.

Vocabulary

industry
qualifies
salary
appropriate
employees
resume
fringe benefits

Coordinator Notes

Activity # 25 Name______________________________

TITLE: Industry/Business/Job Exploration

How can you increase your chances of getting hired for a job? It will help if you explore that business before you write your resume or go for your interview. You should then use that information you gathered while exploring. Relate your past experiences, both work and education, to the duties and requirements of the job you want. You can make arrangements to explore when you fill out your application. Then return at some later time to actually explore.

The following should be answered after you have explored the industry/business/job:

- How many people do the same job for which you are applying?
- What does this business do?
- For what job or jobs are you interviewing?
- What types of activities would you be doing on this job?
- What training and/or past work experience do you have that qualifies you for this position?
- What is the salary range of people in these jobs?
- What type of dress is appropriate for employees in these jobs?
- Is the company growing?
- Is this location a branch office, or is it the entire company?
- How many people work for this company?

To explore the industry/business/job, it is suggested that you do the following:

- Observe the people doing the job or jobs for which you plan to apply.
- Talk to employees about the industry/business/job. Come prepared with some questions.

Activity # 25 continued page 2 Name______________________

- Observe the way people dress on the job.

- Read about the industry/business/job. This can include fact sheets about the business, company magazines, stock reports, trade magazines, local newspapers, the yellow pages, etc.

- Be a customer of the business.

Directions: To prepare for writing your resume and for your personal interview, answer these questions about your exploration:

1. How many people do the same job for which you are applying?________

2. What is the main purpose of this company?______________________

____

3. For what job or job titles are you applying?____________________

____

4. What types of activities would you be doing in these jobs?________

____

____

____

5. What training and/or past work experience do you have that qualifies you for these jobs?________________________________

____

____

6. What is the salary range of the people in these jobs?____________

____

7. Which fringe benefits appeal to you?___________________________

____

____

Activity # 25 continued page 3 Name____________________

8. What type of dress did you observe as being appropriate for these jobs?____________________

9. Is the company growing?____________________

10. Is this location a branch office or is it the entire company?____

11. What did you observe about the people working in the types of jobs for which you are applying that you could use in your interview or on your resume?____________________

12. What magazines, papers, etc., did you read about the industry/business/job that you could refer to during your interview?

13. What other information did you learn about the industry/business/job that could help you get the job?____________________

Activity # 26 TITLE: Resume

OBJECTIVES		
How to Get a Job		╲
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

This activity is designed for students who do not have an up-to-date, complete resume. (#15)

Methods

Individual activity

Resources

- Classroom instruction
- Career Center

Time

Student will need more than one classroom period and time outside the class to complete assignment.

Main Idea

To show a student how to "build" a resume for a specific job, if appropriate, or to prepare a general resume.

Employer Participation

Ask employers what they look for when they read a resume.

Vocabulary

resume
industry
chronological
diploma
life-style
oriented
verified
employment
interview
hobbies
exterminator

Coordinator Notes

Activity # 26 Name____________________

TITLE: Resume

The reader of your resume should be able to tell several things about you in 30 to 45 seconds. These things include who you are, how to contact you, when you can start work, and why he or she should interview you for the job. You must get to the point and avoid any information that is not necessary. If you don't, you might confuse the reader and clutter up the resume. Keep it clean and simple. Write your resume for the particular job for which you are applying. This means that one general resume is not the best way of getting yourself an interview. Use your Personal Data Sheet and your knowledge of the job and industry to custom build your resume to fit the job. The Peter Parker resume, found on page 5 of this activity, is a good example of a resume. It is aimed at getting an interview for a particular job.

Introducing Yourself on a Resume

Peter Parker / Available after June 7

13178 Spider Lane

Webber, CA 85386

(304) 823-6491 Between 2:00 p.m. and 4:00 p.m. At other times you can leave a message with Ann T. May at (304) 823-7869.

Born April 1, 1967, in Needles, CA.

I have a valid California driver's license and a social security card.

The first part of a resume should present personal information. This part tells the reader who you are, how to get in touch with you, and when you will be able to begin working. It should list your full name, including middle initial. It also must list your current

Activity # 26 continued page 2 Name________________________

address and phone number. Include the name and phone number of someone with whom employers can leave a message in case you cannot be reached. Be sure to ask the person whose name and number you are planning to use if she or he will take messages for you.

In this first area include your date of birth or age, but not both. Having both would give readers the message you weren't able to figure out your age, although you gave the date of your birth.

Educational Background and Work Experience

Your educational background should be listed in reverse chronological order. That is, you should begin with your most recent educational experience and go backwards.

Vocational Education	Sandman Security Services Training Center 14036 Sleepy Road Outofit, California 98068 I will graduate June 1
High School	Blackwidow High 3800 Bite Place Anthole, California 91045 Graduated June 4, 1985

Your work experience should also be listed in reverse chronological order. However, if one of your previous jobs is like the job you are applying for, you can list that job first. You may do this even though it is not in proper order.

Work Experience	West Side Dock and Warehouse Co. 123 Steam Boat Alley Outofit, California 98068 Security Guard (specialized in insect control) 2 years Supervisor, John S. Buggy

Name___________________________

Now the decision has to be made regarding which area you should begin with. Should you list your education or work experience first? Peter decided to list his job as a security guard before his education. He also pointed out that his job as a security guard involved catching bugs. Since the job title bug catcher didn't sound too impressive, he asked his WEE coordinator what to call his job. The term insect control was considered a better choice.

If Peter worked two months as a security guard, instead of two years, he probably would have begun with his educational background. This background is in the proper order. His classes at SSSTC relate to the job for which he is applying. They are also his most current educational experience.

Most employers are looking for people with at least a high school diploma. By listing his high school and giving the date he graduated, Peter has told the reader that he has a diploma. To also say, "I have my high school diploma" serves no real purpose.

Interests

Interests: Bug collecting, Weaving, and Karate

Peter has many hobbies and interests. He likes karate, weaving, soccer, fishing, bug collecting, and playing pool. He chose to begin his hobby list with bug collecting because he felt it was one that related to the available job. He followed that hobby with a few other hobbies that showed his life-style. If he had listed all of his hobbies, he would have looked like the playboy of "good old" SSSTC.

The Summary Statement

Summary Statement: I have experience in catching insects of all sizes...willing to work hard...reliable and consistent...enjoy being a member of an aggressive team...seeking employment as an exterminator.

The summary statement brings the resume together. It should leave the reader with the feeling that Peter is one of those that should be interviewed for the job of exterminator. He left out statements like, "I am a good, clean living American." He included those that could be verified and make him a possible choice for the job.

Directions:

Now it is your turn to write a resume that will get you a job. Before you start, consider the job you want and aim your resume at it. Here are a few things to remember as you write your resume.

- These are usually the parts of the resume:
    - Personal information
    - Dates and times you will be available
    - Previous work experience
    - Educational background
    - Summary statement
- Your resume shouldn't be general. Aim it at a certain job or employment area. A general resume only says you are a good person and doesn't tell why you would be a good person for the job.
- Take your time and don't try to complete the resume in a short period of time. A good resume requires effort, imagination, and time.

Activity # 26 continued page 5 Name____________________________

The Resume of Peter Parker

Peter Parker/ Available after June 7

13178 Spider Lane

Webber, CA 85386

(304) 823-6491 Between 2:00 p.m. and 4:00 p.m. At other times you can leave a message with Ann T. May at (304) 823-7869.

Born April 1, 1967, in Needles, California

I have a valid California driver's license and a social security card.

Work Experience
West Side Dock and Warehouse Co.
123 Steam Boat Alley
Outofit, California 98068
Security Guard (specialized in insect control)
2 years
Supervisor, John S. Buggy

Vocational Education
Sandman Security Services Training Center
14036 Sleepy Road
Outofit, California 98068
I will graduate June 1

High School
Blackwidow High
3800 Bite Place
Anthole, California 91045
Graduated June 4, 1985

Intermediate School
Fly-by-Night Junior High School
3605 Hunter Lane
Termite, California 91045

Elementary School
Bugs-R-Us Memorial School
36081 Hiffle Highway
Termite, California 91045

Interests: Bug collecting, Weaving, and Karate

Summary Statement: I have experience in catching insects of all sizes...willing to work hard...reliable and consistent...enjoy being a member of an aggressive team...seeking employment as an exterminator.

Activity # 27 TITLE: Do's and Don'ts of a Job Interview

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	☒
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	☒
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	☒
Confidence	V	☒
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed primarily for students who are planning to interview for a new job in the next few months. (#16)

Methods

Individual activity

Resources

- Classroom instruction
- Career Center
- Community contacts/resources

Time

Student can complete activity within one classroom period but will need time outside of class to apply the ideas and suggestions to a real-life situation.

Main Idea

This activity should help the students relate their education and experience to a job for which they are interviewing.

Employer Participation

Ask employers what they expect from a person in an interview situation.

Vocabulary

employer	appropriately
relevant	appearance
resume	receptionist
quality	industry

Coordinator Notes

Activity # 27 Name______________________________

TITLE: Do's and Don'ts of a Job Interview

In an interview the employer is trying to match a person to a job. The best match gets the job. The employer is interested in how your education and work experience relate to the job. It is up to you to show the employer that you are the right person for the job.

During the interview you will have a chance to ask questions. These questions should show that you know something about the job. They also can be important factors in deciding whether or not the job is right for you.

Do's and Don'ts and the Interview

HAVE A RELEVANT RESUME. Be sure that your resume ties your background to the job you are trying to get. If you are going to develop a quality resume, you will need to start with a quality Personal Data Sheet.

See Activities # 21 and # 26 for information on resumés and Personal Data Sheets.

KNOW THE INDUSTRY/BUSINESS/JOB. Be able to relate your work experience and education to the job for which you are applying. You should show the interviewer that you have a good knowledge of the industry, business, and job.

See Activity # 25 for information on Industry/Business/Job Exploration.

DRESS APPROPRIATELY FOR THE INTERVIEW. If you are looking for a job as a receptionist, you should observe the way receptionists dress in that business. Take the time to visit a few businesses you're interested in. Then decide how to dress for the interview.

See Activity # 33 for information on appearance at an interview.

DO NOT TAKE A FRIEND TO YOUR INTERVIEW. The interviewer wants to see you, not your friends and relatives. They are not applying for the job. If you arrive with others, the employer will feel that you are the type of person who can't do anything on your own. You would always need help on the job. The interviewer will think of your getting someone to help you do a one-person job. She or he may also feel that your friends have nothing better to do than hang around. Your friends may even hang around you on the job and your work would not get done right, if at all.

ARRIVE EARLY FOR THE INTERVIEW. Try to get there a few minutes early. Arriving late will almost always cost you the job. When you arrive, tell the receptionist your name, the name of the interviewer, and the time of the appointment. Be direct and to the point, but be polite. Many times, the interviewer will have two or three finalists for the job. He or she may ask for an opinion from a worker who has seen both you and the others.

LOOK ALIVE. The way you look tells the interviewer quite a bit about you. Sit up straight with your shoulders back. If you slouch, you appear to be run down and tired. Worse yet, you may seem lazy and/or sneaky. Look directly at the interviewer. If you are looking away, the interviewer will feel that you are lacking in self-confidence or that you have something to hide. Don't twiddle your fingers, scratch, yawn, or play with your keys. These types of activities tell the employer that you are bored and would really rather be down at the beach.

BRING YOUR RESUME. The interviewer may ask for it, or you may want to refer to it for specific information. If the interviewer does not ask for your resume, offer it to him or her at the end of the interview.

IT DOESN'T HURT TO THINK. If you need a few seconds to think before you answer a question, think and then answer the question. Taking the time to think is a sign that you are relaxed (even if you aren't) as well as thoughtful.

See Activity # 28 for questions most often asked in an interview.

DON'T ARGUE. Listen to the interviewer and don't attack his or her views. Respond politely. This doesn't mean you agree or even support the position. It does mean that you can appreciate a person's position. The easiest way to get into trouble in this area is to discuss politics. If you get into the position of disagreeing, don't begin supporting your view with statistics or the opinion of experts. Rather, state the position you support and make sure the interviewer understands that this is only your opinion.

DON'T BRING UP YOUR PERSONAL PROBLEMS. The interviewer is not interested in your personal problems. If, for example, the person interviewing you asks if you can get to work by 7:30 a.m., just say, "Yes I can." Don't begin to explain why you cannot.

KNOW THE SALARY RANGE. Don't cheat yourself in an interview. If the interviewer asks you how much you are willing to work for, ask how much the job usually pays. Don't take a shot in the dark or guess 25c above the minimum wage. You could be cheating yourself.

CLOSE THE INTERVIEW SMOOTHLY. At the end of the interview, the employer may or may not tell you if you have the job. If you are told, "Thank you for interviewing with us. The position has been filled," ask when there might be another opening. Don't walk away cold.

If you are told you will be told when a decision has been made, ask when you might expect a call about the decision.

End the interview smoothly. Thank the interviewer, shake hands, and leave.

Activity # 27 continued page 5 Name____________________

Directions: Fill in the missing words to complete the following statements:

1. Taking a few seconds to think before responding to a question will indicate that you are ____________________ .
2. Don't take a friend to the interview, but be sure to take your ____________________.
3. If you take a shot in the dark regarding your pay, you might be ____________________.
4. Your resumé should tie your ____________________ to the job you are applying for.
5. Be direct and to the point, but also be ____________________.
6. If you are looking away, the interviewer will feel you are lacking in ____________________ ____________________ or have something to ____________________.
7. You should dress ____________________ for the interview.
8. Actions like yawning, scratching, and playing with your keys tell the interviewer that you are ____________________, even if you're not.
9. You should try to be ____________________ for the interview.
10. The employer is not interested in your ____________________.

Activity # 28 TITLE: The Ten Most Often Asked Interview Questions

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		☒
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	☒
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	☒
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	☒
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

This activity is designed for students who are planning to be interviewed for a job in the near future. (# 16)

Methods

Individual activity with follow-up discussion recommended.

Resources

- Classroom instruction
- Assessment instrument

Time

Student will probably need time outside of classroom to complete assignment.

Main Idea

A person who is prepared to answer these ten questions will have an advantage over those who are not prepared.

Employer Participation

Ask employers to share with you any interview questions they have found to be effective.

Vocabulary

interview
applicants
competition
fierce

salary
temporary
permanent

Coordinator Notes

The "Interview Question Background Sheet," pages 7, 8, and 9 of this activity, should be given to the students only after they have completed questions 1-10.

Activity # 28 Name________________________

TITLE: The Ten Most Often Asked Interview Questions

The questions asked in an interview are used to divide the applicants into two basic groups. These groups are those people who don't get the job and the one who does. The competition is fierce. The odds of getting through the interview successfully without any preparation are very poor. Now, if you like poor odds, be sure not to prepare for that interview. However, if you would like better odds, get ready for the questions most often asked in an interview.

Directions: Answer the following questions to the best of your ability. Do not write in the areas marked Changes right away. Wait until after you have answered all of the questions and received the "Interview Question Background Sheet." As you answer the questions, try to put yourself in the place of the interviewer. Try to determine why these ten questions are the ones most often asked in an interview. The answer you give should make the interviewer want to hire you instead of the other job applicants.

1. What jobs have you had prior to applying for this one?

Changes

Activity # 28 continued page 2 Name ____________________

2. Why did you leave your last job?

Changes

3. Why do you want to work for our company?

Changes

Activity # 28 continued page 3 Name______________________

4. What do you feel is the most interesting aspect of our company?

Changes

5. What would you consider as a starting salary?

Changes

Name________________________

6. Why do you feel you will like this job?

____

____

____

____

Changes

____

____

____

____

7. Are you looking for a temporary or permanent position?

____

____

____

____

Changes

____

____

____

____

Activity # 28 continued page 5 Name__________________________

8. How long do you expect to stay with us?

____

____

____

____

Changes

____

____

____

____

9. Do you have any special abilities?

____

____

____

____

Changes

____

____

____

____

Activity # 28 continued page 6 Name________________________

10. Why should we hire you for this job rather than someone else?

____

____

____

____

Changes

____

____

____

____

Directions: Ask your WEE coordinator for the "Interview Question Background Sheet." Find out why these ten questions are asked so often by interviewers. Next, look over each of your answers. Make the changes that will help you get the job.

Name___________________________

Interview Question Background Sheet

This background sheet tells you why the interviewers ask certain questions most of the time. The questions try to find out how well the applicants are matched with the job for which they are applying. The person that has the best match is hired for the job. Applicants can improve their chances of being hired. They can do this by answering the questions in a way that shows they have a knowledge of the industry and of their role in it.

1. What jobs have you had prior to applying for this one?

The answer to this question should be short and to the point. These kinds of questions are often used to lead into questions like: How long did you stay? Why did you leave? Were you fired or did you quit?

2. Why did you leave your last job?

In this question the interviewer is trying to find out if you blame others for leaving your last job. Be sure to answer this question in a positive manner. If you "bad mouth" your last employer, new ones will most likely not want you to work for them. They will fear the same "bad mouthing" would happen on the new job.

3. Why would you want to work for our company?

If you have explored this job and industry, you would be able to answer this question with some facts. Show you really want this job rather than just work. An interviewer is more likely to hire someone who has been looking for a specific job in a certain industry. The interviewer feels this applicant will do better on the job than someone just looking for work.

4. What do you feel is the most interesting aspect of our company?

The interviewer is trying to find out what you know about the company. If you don't know anything about the company, an employer may feel you are not really interested in working for them. You need to give the interviewer a feeling that his or her company is the right place for you.

5. What would you consider as a starting salary?

This question is one that can get you into a bind. If you guess too low, you will be working for less than you could have. If you guess too high, you will probably price yourself out of the job. So if you don't know how much the position pays, don't guess. Instead, ask the interviewer the salary range.

6. Why do you feel you will like this job?

In this question the interviewer is trying to find out what you know about the job for which you are applying. If you know nothing about the job, you probably won't be too excited about it once you get it. You probably will not stay very long. Checking out the industry and the specific job will give you the background you need. This will help you decide whether you really want this job. It will also give you the information you will need to answer this question.

7. Are you looking for a temporary position or a permanent job?

You can get caught by this question. Don't answer it right away! Rather, ask the interviewer if the work is temporary or permanent. From this information you can decide your response. What do you do if you want a permanent job but that job is temporary? In that case, ask what the chances are of your starting in this position and then changing to a more permanent one later. If you want only temporary work and the position offered is permanent, be honest. Most employers respect honesty, and you may get the job for this reason.

8. How long do you expect to stay with us?

Again, be honest and give your best guess. If you are not sure whether the job is temporary or permanent, now is a good time to ask.

9. Do you have any special abilities?

If you do, what are they? The question is not asking if you are able to swim, eat apples, and play the tuba all at once. The interviewer is looking for any special abilities you have that will help you succeed on the job.

10. Why should we hire you for this job rather than someone else?

Background and experiences are the key to this question. Don't be shy. Tell the interviewer about yourself and why you are the best choice. Tie your background to the job you are applying for. Caution!!! Don't overdo it. Stick to the facts you can confirm.

Activity # 29 TITLE: The Results

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		☒
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	☒
Confidence	V	☒
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

This activity is designed for students who are planning to look for a new job in the near future. (# 16)

Methods

Individual activity with follow-up discussion recommended.

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete activity within one classroom period but may need time outside of class to complete some answers.

Main Idea

To help an individual improve his or her job-seeking skills by building on experiences.

Employer Participation

Ask employers what they feel is the most common error made by young people in the job-seeking process.

Vocabulary

employer	appropriate
application	agencies
resume	

Coordinator Notes

Activity # 29 Name______________________________

TITLE: The Results

If you ever got a job after contacting just one employer, you should consider yourself very lucky. Most people need to contact many employers before being offered a job that they would like. The purpose of this activity is to record the results of each of your job contacts. This will better prepare you for your next employer contact.

Below is a checklist of questions you should answer for each employer contact you make:

- What is the name, address, and phone number of the employer?
- What is the source of your job lead or contact?
- How did you first make contact with the employer?
- Was the employer accepting job applications?
- Did you file a job application with the employer?
- Did you prepare a resume for the employer?
- Did you have an interview?
- What were the results of the interview?
- How could you improve for the next interview?
- Was your Personal Data Sheet complete?
- Did you follow-up with the employer?
- Did the employer contact you after the interview?
- Did you get hired?

Directions: Complete a Job Contact Summary Form (pages 2 and 3 of this activity) for each employer contact you make.

Name ______________________

Job Contact Summary Form

Employer's Name ____

Address ____

City ______________________ State _____ Phone ______________

1. Check the source or lead of your job contact.

_____ Your own knowledge of the community and interest in the company

_____ A lead from a friend or relative

_____ The yellow pages of the phone book

_____ A want ad in the newspaper

_____ Help from a school program or personnel

_____ Other source (such as the state, unions, civil service, agencies, etc.)

2. Check how you made your first contact with the employer and record the date.

_____ In-person _____ By phone _____ By letter on ______________

3. Check the results and dates that are appropriate.

_____ Informed that employer was not accepting applications

_____ Filed employment application with employer on ______________

_____ Left resume with employer on ______________

_____ Had interview with employer on ______________

4. Check the statement that best describes the results of your interview.

_____ We will contact you soon.

_____ We have no openings now.

_____ We are interviewing a couple more people for the job.

_____ We have an opening for you. When can you start?

_____ We are not sure of the results.

_____ Other ____

Activity # 29 continued page 3 Name________________________

(Job Contact Summary Form continued)

5. Check if any follow-up has taken place and record the date.

_____ You contacted employer by phone or mail on ____________________

_____ Employer contacted you by phone or mail on ____________________

6. Check the results and date if appropriate.

_____ Not hired _____ Hired on ______________

7. List any questions you were asked on the application for employment that you did not have on your Personal Data Sheet.

____

____

____

____

Add these questions and their answers to your Personal Data Sheet.

8. List any questions you can remember from your job interview for which you were not prepared. List any others that gave you trouble.

____

____

____

____

____

9. How can you improve your next job interview?

____

____

____

____

____

Activity # 30 TITLE: Don't Call Us, We'll Call You!

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	☒
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who will be interviewing for a job in the near future. (# 16)

Methods

Individual activity with follow-up discussion recommended.

Resources

- Classroom instruction
- Career Center
- Community contacts/resources

Time

Student can complete activity within one classroom period but may need time outside of class to complete assignment.

Main Idea

To help students understand why they may not be getting hired

Employer Participation

Ask employers why they usually do not hire young people.

Vocabulary

hired
ambitions
reservation
enthusiasm
poise
passive
confidence

Coordinator Notes

Use information gathered from employers and add to the list of 37 reasons given in this activity.

Activity # 30 Name____________________________

TITLE: Don't Call Us, We'll Call You!

Hunting for a job can be distressing. This is very true if you had a number of interviews and you did not get the job.

Many times, people just miss getting hired. There are five leading reasons why employers hire one person over another. These reasons are:

- Previous work experience
- Interest shown in the job for which they are being interviewed
- Recommendations
- Training background
- Ambitions

The following is a description of Joan. Look at the interview and application process. See which areas you might need to improve on in order to get hired.

Joan was successful in getting a job as a reservation clerk with Safe-Way Travel Agency. She got the job soon after she graduated from high school. This job was perfect for Joan because she wanted a job that would give her the chance to travel.

Joan was an average student in high school. She got good grades in basic math, but she struggled in algebra and geometry and avoided science. She did fairly well in English and liked history and the world today. She always passed physical education. During her junior and senior years, Joan worked part-time for a local fast-food restaurant.

Before applying for the job, Joan studied and saw the duties of a reservation clerk. She knew most of the training would take place on the job. Joan also saw that the two most important factors of the job were being accurate and making the customers happy. She then approached her interview with three major goals. They were:

- To show that she was interested in travel and the travel industry
- To show that she had experience in making customers happy
- To show that her past training and experience would help the interviewers know she could learn to do the job

Joan was well aware that during the interview she would be asked questions. These would be about her schooling, experience, training, and reasons for wanting to work for Safe-Way Travel. During the interview, Joan made sure of the following.

Employers knew that she had experience. The part-time job she had while in school needed her to be accurate with cash and orders. To keep her job, she had to serve customers well. She had three complimentary letters of recommendation. These letters came from each boss she worked for at the restaurant.

Joan talked about school subjects she did well in and enjoyed. She did not talk about the subjects she avoided. She said she was good in basic math because she was careful and accurate. Studying about the world in social studies got her interested in travel and the travel agency business. Joan also pointed out that she was a teacher's aide for a semester. During that time, she graded thousands of papers. This taught her how to locate mistakes easily and helped her learn to be accurate.

Note: Pages 5 and 6 of this activity contain 37 reasons why young people do not get hired. These reasons may also provide you with other ideas as to why you have not been hired.

Activity # 30 continued page 3 Name____________________

Directions: Answer each of the following questions about your past interviews by checking either yes or no. If you said no, talk about what action you will take to improve before your next interview.

1. Joan said that her earlier work needed to be accurate. Also, human relations skills were part of those duties. She related them to her new job. Have you gone into an interview with a plan to relate your experiences to the duties of the new job?

Yes__________ No__________ Action____________________

____

____

2. Joan wanted to work for a travel agency because she wanted to travel. Have you been able to express an interest in and/or do a good job of explaining why you want this job? Yes__________ No__________

Action____________________

____

3. Joan had letters of recommendation to support her background. Do you have written letters of recommendation from former employers?

Yes__________ No__________ Action____________________

____

____

4. Joan related her school experiences and training to her job duties. Have you stressed your school experiences as well as skill training in your interviews? Yes__________ No__________ Action________

____

____

Activity # 30 continued page 4 Name______________________

5. Joan showed ambition because of her enthusiasm about travel. Have you been able to show your employer that you will be willing to do the job? Yes__________ No__________ Action______________________

____

____

6. After reading the 37 reasons why young people are not hired (pages 5 and 6), describe any other action you plan to take.

Action______________________

____

Name________________________

Why Employers Do Not Hire Youth

Reference - Employment Development Department - State of California

- Lack of planning for career; no purpose and goal
- Lack of interest and enthusiasm; passive; indifferent
- Lack of confidence and poise; nervous; ill at ease
- No knowledge of company
- Poor personal appearance
- Overbearing, overaggressive, conceited, superiority complex, know-it-all
- Inability to express self clearly; poor voice, diction, grammar
- Overemphasis on money; interest only in best dollar offer
- Poor scholastic record; just got by
- Unwilling to start at bottom; expects too much too soon
- Makes excuses, hedges on unfavorable factors in record, evasive
- Lack of tact
- Lack of maturity
- Lack of courtesy; ill-mannered
- Condemnation of past employers
- Lack of social understanding
- Marked dislike for schoolwork
- Lack of vitality
- Eye contact with interviewer avoided
- Limp, "dead fish" handshake
- Indecision
- Friction with parents
- Sloppy application blank
- Short-term work requested

Activity # 30 continued page 6 Name____________________________

- Lack of knowledge of field of specialization
- Parents make decision
- No interest in company or industry
- Emphasis on whom she or he knows
- Unwillingness to go where sent
- Cynical
- Narrow interest
- Poor handling of personal finances
- Inability to take criticism
- Lack of appreciation of value of experience
- Radical ideas
- Late to interview without good reason
- Indefinite response to questions

Activity # 31 TITLE: Planning to Find a Job

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	☒
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	☒
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

This activity is designed for students who are looking or will soon be looking for a new job. (# 12)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student will need more than one classroom period and time outside class to complete assignment.

Main Idea

To help an individual organize the job hunt. An unorganized approach to job hunting is usually, at best, a hit-and-miss process.

Employer Participation

Ask employers how many contacts a person usually has to make with a company before being hired.

Vocabulary

resume
employment
business
realistic
industry

Coordinator Notes

Activity # 31 Name________________________

TITLE: Planning to Find a Job

Many times people say they want to find a job. What they mean is that some day they will begin to look for a job. If you really want to find a job, you should plan your approach. The usual steps in finding a job are as follows:

- Search sources of job information. (see activity # 22)
- Make contact with the employers. (see activity #23)
- Fill out employment applications. (see activity # 24)
- Explore the industry, business, and job. (see activity # 25)
- Write a resume. (see activity # 26)
- Prepare for the job interview. (see activities # 27 and # 28)
- Be interviewed for the jobs.
- Start to work.

To succeed in your job search, you will need to keep track of your activities. One of the easiest ways to organize your "get a job plan" is to use a planning calendar. On page 2 of this activity, you will find a sample calendar. It shows that John has set a realistic time line. This planning calendar will help him keep his days and times straight. This is so that he won't try to be in two places at the same time. He has also set up the times and dates for applying for a job. Then he explores the industry, business, and job while he continues to follow the usual steps in finding a job. This allows him to accomplish the steps of getting a job in the proper order.

Directions: Keeping in mind the steps to finding a job, use the calendars on pages 3 and 4 in planning your job search.

Name John Ryan

SAMPLE

MONTH and YEAR
Nov. /1980

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1						1
2	3	4 Fill out an application at Tri-City Paints + D+R Teleprem.	5	6 Explore D+R Teleprem After 6th period Class	7 Explore Tri-City Paints During lunch	8
3	10 Begin writing a resume' for D+R	11 Veterans Day	12 complete a resume' for D+R	13 Fill out an application at Sears and CO-OP	14 Interview at D+R Teleprem at 3:45 see Mrs. Edelmann	15 Explore Sears
4	17 Look for Jobs Through EDD office.	18 write a Resume' for Sears and CO-OP	19	20 Fill out an application At McDonalds	21	22
5	24	25 Interview at Sears at 2:30 see Joe Hansen Package Pickup	26	27 Thanksgiving	28 No School	29

Activity # 31 continued page 2

Name ____________________

MONTH and YEAR

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1						
2						
3						
4						
5						

Activity # 31 continued page 3

Name________________________

MONTH and YEAR

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1						
2						
3						
4						
5						

Activity # 31 continued page 4

Activity # 32 TITLE: After the Interview - Now What?

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	☒
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who are currently or will soon be looking for a job. (# 17)

Methods

Individual activity with follow-up discussion recommended.

Resources

- Classroom instruction
- Career Center
- Community contacts/resources

Time

Student can complete activity within one classroom period but may need time outside of class to complete assignment.

Main Idea

To help an individual develop a positive approach in an interview

Employer Participation

Ask employers what responses and closing comments will help a person get a job.

Vocabulary

prospective	re-emphasis
contribution	qualifications
profitable	

Coordinator Notes

Activity # 32 Name____________________________

TITLE: After the Interview--Now What?

What can happen after a job interview? Sometimes interviews end without a job offer, rejection, or any specific closing comments:

- "We will call you by Friday to let you know."
- "Call me by 3:00 p.m. tomorrow for an answer."
- "Don't call us, we'll call you."

Below are steps that will help you develop a means to finalize the interview process.

At the close of the interview, you might want to ask:

- "Can I call you tomorrow at 2:00 o'clock?"
- "When may I call you?"
- "When shall I expect a call from you on my application?"
- "Would you like me to make an appointment to check the results of my application?"
- "Will you inform me about the results of my application by mail or by phone?"

There are other ways of getting a prospective employer to let you know his or her decision. One way is to write a short and concise letter. Here is a sample:

> Thank you for the opportunity to apply for the position available in [name of firm].
>
> Because I feel that I can make a real contribution to [name company] and have a great interest in [name field], I hope that I qualify for [name job].

If you got the job a good step to take when joining the company is to send a thank you letter. An example follows:

Name____________________________

> Thank you for the opportunity to apply for the opening available in [name of firm]. It pleases me that I have been chosen for the position.
> I am looking forward to what I feel will be happy and profitable association for us both.

What do you do if you did not get the job but feel that in the future you may want to reapply to that company? This type of letter may be kept with your application and result in employment at a later date.

> Thank you for the opportunity to apply for the opening available with [name of firm]. Your time and courtesy during the interview were greatly appreciated. Although I did not obtain the position, I feel that the interview process was a vital part of my work experience education.

After an interview a prospective employer may end the conversation by saying, "I have a few more interviews...can you call us in the next few days?"

If your follow-up call is handled in a positive and polite business-like manner, it may result in a job. The call should sound something like the following:

Office: The Sterling Company, how may I help you?

You: This is __(your name)__ . I'm calling Ms. Mary Poster regarding my application for employment in the position of __(job title)__ .

Office: Ms. Poster is busy now; may I take your number and have her return your call?

You: Yes, you spell my name __________. My phone number is __________. When can I expect her call?

Activity # 33 TITLE: You Wear Your Mind!

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	☒
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	☒
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	

This activity is designed for students who are not advancing on the job as fast as normal. (# 18)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations

Time

Student can complete activity within one classroom period but may need time outside of class to complete this assignment.

Main Idea

What people wear on the job tells others who they really are. Workers who make necessary changes in dress may improve their job attitudes and performance and increase their chances for promotion.

Employer Participation

Ask employers how they feel about what their employees wear to work.

Vocabulary

attitudes	supervisor
promotional	co-workers
appearance	inappropriate

Coordinator Notes

Activity # 33 Name____________________________

TITLE: You Wear Your Mind!

How you look on the job is very important. This activity will give you some ideas on how you might measure your appearance on the job.

Directions: Answer these questions about your appearance on the job.

1. Complete the following chart:

List what your supervisor wears and/or the person in your next promotional position.	List what your co-workers wear to work.	List what you wear to work.
a.	a.	a.
b.	b.	b.
c.	c.	c.

2. Describe the differences between what you wear to work and what your co-workers are wearing. Also compare what you wear to work and what your supervisor and/or persons in higher positions are wearing.

____

____

____

3. Why do you think there is a difference in what you wear? __________

____

____

____

Activity # 33 continued page 2 Name________________________

4. Is there anything in your appearance that is inappropriate or dangerous to your work?______________________________

____

____

5. If you wanted a raise, would it help to change your appearance?

Yes_____ No_____ Explain______________________________

____

____

6. If you wanted a promotion, would it help you to change your appearance?_____ If so, how?______________________________

____

____

7. Let's say you got an interview for a job you really wanted. What would you wear?______________________________

____

8. If you started another job with a new company, how would you know what to wear to work?______________________________

____

____

9. There's a saying that "You wear what's on your mind." At your job does your appearance reflect that a raise or a promotion is on your mind?______________________________

____

____

____

Activity # 33 continued page 3 Name________________________

10. Do you need to improve on your appearance at work? Yes_____

No_____ If your answer is yes, what are you going to do?______________

____

____

____

11. How are you going to do it?____________________________________

____

____

12. When are you going to do it?___________________________________

13. How will you know you have improved your appearance at work?

____

____

Activity # 34 TITLE: Likes and Dislikes of Your Job

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	☒
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	☒
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	☒
Interests	Y	☒
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills *	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who, in the near future, will be filling out applications and interviewing for jobs. (# 13)

Methods

Individual activity with follow-up discussion recommended.

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete activity within one classroom period but may need time outside of class to complete the assignment.

Main Idea

A review of current job applications indicates that employers are interested about how people feel about their current job.

Employer Participation

Ask employers why it is important to know what people like and dislike about their past work experiences.

Vocabulary

guidelines
negative
confidence
contributions
resigned
hassles
competitive
terminated

Coordinator Notes

Activity # 34 Name____________________________

TITLE: Likes and Dislikes of Your Job

A review of current applications shows that many companies are interested in how you feel about your work. The following questions are commonly asked on applications:

- What did you like about your job?
- What did you dislike about your job?
- Why did you leave your job?

The answers you give to these questions could determine whether you obtain an interview. They may also determine if you are offered a job.

The following guidelines can be used when you answer questions on an application about your former work:

- Know what is expected of you in the job for which you are applying. For example, does the job for which you are applying require you to work weekends? Do not put on your application that you left your other job because you had to work weekends.

- Reinforce what you would like to do on the job. For example, does the job you want mean working with people? Make it a point to record that on your previous job you enjoyed working with people.

- Never make a negative statement about your last job. For example, did you say you left your job because you "hated" your boss? A company might figure that if you hated one boss, chances are that you will hate others.

Some ideas on how to start your answers on an application are:

- I had the opportunity to ......
- I did not have the opportunity to ......
- I felt I needed a change because ......

Activity # 34 continued page 2 Name______________________

Directions: Answer the following questions:

1. Check all the items you like about your current job.

_____ using written information

_____ putting information together

_____ performing different duties

_____ doing same routine daily

_____ learning to be accurate

_____ getting good experience

_____ learning responsibility

_____ working for a successful company

_____ working in a clean place

_____ working in career field of interest

_____ receiving fair treatment

_____ learning to get along with others

_____ learning about the industry

_____ learning to take orders

_____ learning to do things on my own

_____ learning to be competitive

_____ receiving good supervision

_____ learning to talk with adults

_____ learning to use time well

_____ having a real chance to learn

_____ learning to make decisions

_____ learning to plan/organize

_____ having chances for a raise

_____ having an opportunity for promotion

_____ having a chance for overtime

_____ persuading people

_____ entertaining people

_____ teaching people

_____ working with hands

_____ working with tools

_____ working outdoors

_____ working indoors

_____ receiving good pay

_____ working good hours

_____ receiving training

_____ getting dirty

_____ learning new skills

_____ helping people

_____ serving people

_____ building confidence

_____ working regular hours

Activity # 34 continued page 3 Name________________________

2. List any additional items you like about your current job.

____

____

____

____

3. On an application for employment, how would you answer the following:

   - What did you like about your job?

____

____

____

____

4. On an application for employment, how would you answer the following:

   - What did you dislike about your job?

____

____

____

5. On an application for employment, how would you answer the following:

   - Why did you leave your job?

____

____

____

6. On an application for employment, how would you answer the following:

   - Please describe any new or creative contributions you made to

the job. ____

____

____

Activity # 34 continued page 4 Name______________________________

7. Some applications ask for only a short statement to describe your reasons for leaving a job. Below is a list of possible reasons why a person might leave a job. Place a check (✓) by those statements you feel would not hurt your chances of getting an interview and/or job offer.

______ terminated
______ got fired
______ disliked the boss
______ quit
______ misunderstanding
______ did not enjoy work
______ returned to school
______ discharged
______ resigned
______ dismissed
______ wanted more pay
______ wanted better job

______ received low pay
______ traveled long distance from home
______ did not have enough hours
______ disliked supervisor
______ had hours that conflicted with school
______ had no chance for promotion
______ did not work in career field
______ required to work weekends
______ had no chance for overtime
______ disliked travel
______ had too many disagreements
______ needed a change

8. What short statements would you give if you were leaving your job now?

______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________

Activity # 35 TITLE: Describing Your Job

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who will be filling out applications and interviewing for jobs in the near future. (# 13)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences

Time

Student can complete activity within one classroom period.

Main Idea

The importance of "industry language"

Employer Participation

Ask employers for their job descriptions.

Vocabulary

industry
component
assembler
applicants
operational

Coordinator Notes

This activity contains a list of industry language. Utilize the basic exercises suggested for teaching vocabulary to supplement this activity.

Activity # 35 Name____________________________

TITLE: Describing Your Job

Every worksite has a number of words which are special to it. This activity will help you describe your past work experiences for an interview or job application. Many times the people who get a job do so because they use the right words in an interview or on their application. The words you use should show that you are familiar with the industry and job area for which you are applying. The person who uses "industry language" has an advantage over other applicants.

For example, Manuel is an assembler of electronic parts. He might describe his work this way: "I put together electronic things and make sure they work. If they don't, I have to find the bad parts."

Now let's look at some "industry language" that might help Manuel do a better job in describing his work experience. "My job in assembly is one that allows me do more than just stuff a board. I worked at building a chassis when I first began working for Wilson and Sons; after several months, I was able to work up to debugging circuits on sub-assemblies and identifying the faulty components."

Directions: Answer the following questions describing your present job:

1. List 15 words which are used at your worksite. Use names of equipment, operational methods, systems, etc., which are used at your present job.

____________________ ____________________ ____________________

____________________ ____________________ ____________________

____________________ ____________________ ____________________

____________________ ____________________ ____________________

____________________ ____________________ ____________________

Activity # 35 continued page 2 Name__________________________

2. Assume you are applying for a new job. Answer the following questions that could appear on a job application to describe your current job:

a. Work you performed (be specific as to projects, etc.)_____________

____

____

____

b. What did you enjoy about your job?________________________________

____

____

c. What did you least enjoy about your job?__________________________

____

____

d. If you feel you had any original or creative ideas on this job, please describe.____

____

____

____

3. How would you describe your present job in a job interview?

____

____

____

____

Activity # 40 TITLE: Late Again

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	☒
Reliable/Dependable	N	☒
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	☒
Productivity	DD	☒
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	

This activity is designed for students who do not understand why they should be on time for work. (# 19)

Methods

Group activity recommended but activity can be done individually with a follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences

Time

Student can complete activity within one classroom period.

Main Idea

Some individuals feel that being late is "no big thing." They don't realize the problems one late employee can cause.

Employer Participation

Ask employers how they handle the late employee problem at their place of business.

Vocabulary

Overtime

Coordinator Notes

Activity # 40 Name____________________________

TITLE: Late Again

Excuses come in many "flavors". The least tasteful are those that sound like the following:

- "It's not my fault . . . ."
- "I'm late because. . . . ."
- "My friend forgot to . . . . . ."

It is okay for a person to be late or sometimes miss work. However, it is not okay to be late or miss a lot of work days without a good reason.

Randy worked at Laker Hobby Store after school and on weekends. For a while, he was on time and missed only one day of work. That was when he had a sore throat. Then Randy began to lose interest in his job. He came to work a few minutes late once in a while, but he always had a good "sounding" excuse. One time he was late because of a flat tire (actually he was visiting friends after classes). Another time he was caught in traffic (he really stopped by Ray's house, stayed too long, and did get caught in traffic). One day his boss, Mr. Hook, called him into his office and gave him a warning. Randy was told that if he was late again in the next three weeks, he would lose his job.

Two weeks later Randy went out to his car and couldn't get it started. He knew he would be late again.

Directions: Answer the following questions about being late and be ready to share your answers with others in the class:

1. Why do you think Randy began coming to work late?________________

____

____

____

Activity # 40 continued page 2 Name______________________________

2. Do you think Randy will lose his job?__________ Why?______________

____

____

3. If Randy thinks he is going to be fired, should he quit?__________

Why?____

____

____

4. What do you think Randy should do?________________________________

____

____

____

5. Have you ever had to work overtime or "cover" for someone who was late?__________. How did you feel about it?__________________________

____

____

____

Activity # 41 TITLE: The Customer Is the Boss

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	☒
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	☒
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	☒
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	
Productivity	DD	☒
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who work with customers. (# 20)

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruciton
- On-the-job observation
- On-the-job experiences

Main Idea

To help an individual understand that customers are necessary for the business.

Employer Participation

Ask employers to explain how poor customer relations affect their business.

Vocabulary

customer
employee

Coordinator Notes

Activity # 41   Name________________________

TITLE: The Customer Is the Boss

Ray was hired by J & H Sporting Goods as a stock person his junior year in high school. When summertime came, Ray was given full-time summer work. He helped during the vacations other employees were taking. That summer, Ray had a chance to work "on the floor" as a salesperson.

One Saturday a customer came in looking for a new baseball bat. Ray showed him their stock and suggested a size 30. The customer said he needed a size 34. Ray told him that people his size could never get a 34 around fast enough to hit a ball. Ray said the customer would be better off with a size 28-inch or 30-inch bat. Ray and the customer began to argue over the size of the bat. Finally, the customer got angry and left without buying a bat. During lunch, Ray and Nick (the manager) were talking over Ray's new job. Ray told Nick about the "little guy" that wanted the big bat and how the "little guy" got mad and left. Nick told Ray that the customer is the boss and if he wants it, sell it to him. He explained to Ray that he didn't just lose a sale on a bat, but he also lost future sales with that customer and his friends. A business-like sporting goods store relies on repeat customers.

Directions: After reading about Ray, Nick, and the "little guy," answer the following questions. Be prepared to share your answers with others in the class:

1. How would you have handled the "little guy"?______________________

____

____

____

Activity # 41 continued page 2 Name____________________

2. What makes the customer the boss?____________________

3. What would happen if all the employees treated customers the way Ray did?____________________

4. Have you ever felt like "telling off" a customer or the boss but didn't?__________. If so, how did you solve the problem and handle the situation? Explain. ____________________

Activity # 42 TITLE: But You Never Showed Me!

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	☒
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	☒
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	☒
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who are no longer the least experienced employee. (# 21)

Methods

Group activity recommended but the activity can be done individually with follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences

Time

Student can complete activity within one classroom period.

Main Idea

To help people overcome the idea that they are above asking questions and that not asking is showing weakness.

Employer Participation

Ask employers how they let employees know that it is acceptable to ask questions and that not always having the answer is normal.

Vocabulary

defensive
cashier
shortage
inventory

Coordinator Notes

Activity # 42 Name____________________________

TITLE: But You Never Showed Me!

Remarks like "But you never showed me" or "I've never heard that" are defensive statements. They shift the blame from you to someone else, usually your boss.

Joyce had worked as a cashier at Riddle's Department Store for over two years. She was hired before its grand opening. She was in her senior year. She is now looked upon as somewhat of an expert by her fellow cashiers, most of whom were hired within the past ten months.

This year Joyce was entitled to a two-week vacation. While she was on vacation, the store changed the old-style cash registers. There was now a new computer system that controls both price and inventory. When Joyce returned and was faced with a different cash register, she decided to figure out how to use it on her own. She didn't ask one of the "new" people to show her. After all, this register had labels on all the keys. A few of the keys seemed to have nothing to do with ringing up the sales. In no time at all, Joyce was able to get the cash drawer open and ring out receipts.

All was going well until the manager called her in two days later to explain a shortage of $386. After a few minutes of discussion, it became clear that Joyce was ringing up her sales wrong. The shortage was the least of her problems. It seems the inventory was also wrong. It would require several hours of someone's overtime to clear it up. When the manager asked Joyce why this happened, she answered, "I did my best. "When I came back to work Monday, nobody showed me how to run the new register."

Activity # 42 Continued page 2 Name______________________

Directions: Answer each of the following questions about Joyce's problems and be prepared to share your opinions with others in the class:

1. Did Joyce really do her best?______________________

____

____

____

2. What should Joyce have done to avoid the problems?__________

____

____

____

3. What do you think the store manager will say to Joyce?________

____

____

____

Activity # 43 TITLE: Entry-Level Jobs

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		☒
Self-Knowledge		
Career Preparation		
Career Decision-Making		☒
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	☒
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	☒
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	☒
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	

This activity is designed for students who have been working for a short time. (# 22)

Methods

Group activity recommended but the activity can be done individually with follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences

Time

Student can complete activity within one classroom period.

Main Idea

Entry-level jobs are needed to prove you can work, want to work, and can keep a job for a reasonable period of time.

Employer Participation

Ask employers how long they expect an employee to stay in an entry-level position.

Vocabulary

industry
entry-level

Coordinator Notes

Activity # 43 Name_________________________

TITLE: Entry-Level Jobs

It's Friday night and you're working again. Since you started this fast-food job two months ago, you've had some spending money. But you've had no time to spend it. It seems all your spare time is spent cleaning the parking lot, filling bags with garbage, and wiping tables.

Directions: Answer each of the following questions. Be prepared to share your answer with others in the class:

1. How long should you keep this job? Why?__________________________

2. Give three good reasons for keeping this job.

3. What skills can you learn in most entry-level jobs that can help you get and keep your next job?_______________________________________

4. Can you work too long in an entry-level job? Explain.____________

Activity # 44 TITLE: "I Got Myself Fired!"

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	☒
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	☒
Reliable/Dependable	N	☒
Getting Along with Others	O	☒
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	☒
Initiative	R	☒
Competitive	S	☒
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	☒
Productivity	DD	☒
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who have come close to getting fired or who have been fired. (#23)

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations

Time

Student can complete activity within one classroom period.

Main Idea

Very rarely does an employer fire an employee without cause. Many employees allow themselves to get into circumstances that could have been avoided and, therefore, get themselves fired.

Employer Participation

Ask employers how people have managed to get themselves fired at their place of business.

Vocabulary

Coordinator Notes

Activity # 44 Name__________________________

TITLE: "I Got Myself Fired!"

How many times have you heard someone say: "They fired me!" In many of these firings, a truer answer would have been "I got myself fired!"

There are many ways to get fired. The U.S. Department of Labor has identified twelve examples of poor work habits that have caused many people to lose their jobs.

- Always being careless with work so that a lot of time and effort by other workers is needed to correct errors.
- Unwilling to follow company rules.
- Acting lazy on the job.
- Being absent and late for work frequently without any good reason.
- Being a troublemaker. Causing problems among the workers, and not being willing to work with others in a helpful way.
- Spending a lot of time reading the sport pages. Calling your friends on the phone. Organizing the weekly parties and betting pools.
- Relying on others for everything. Not starting work until you are told. Not doing anything unless necessary.
- Not showing any effort to learn anything about your job or industry.
- "Bad Mouthing" your company at every chance.
- Never being counted on to carry out your work as directed.
- Showing little interest in your work and being sure not to help others with their work.

Activity # 44 continued page 2 Name______________________

- Misleading your customers and telling a few minor lies about your company and your boss.

Directions: Answer the following questions about poor work habits and firings. Be prepared to share your opinions with others in your class.

1. From your own experiences, list other ways people can get themselves fired.

2. What work habits, if any, do you have that could cause you to get fired?

3. What work habits do you need to improve so you get a job promotion or raise?______________________

4. How will you improve your work habits?______________________

5. When will you do so?______________________

6. How will you know that you have improved your work habits?________

Activity # 44 continued page 3 Name________________________________

7. What is the difference between saying "They fired me!" and "I got myself fired!"?____

____

____

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Activity # 45 TITLE: "A Stupid Detail"

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	☒
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	☒
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for all students.

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences

Time

Student can complete activity within one classroom period.

Main Idea

To help individuals to check into the "whys" of their job duties

Employer Participation

Ask employers how ignoring a few "stupid details" can hurt the business.

Vocabulary

regulation
employees
procedure

Coordinator Notes

Activity # 45 Name____________________________

TITLE: "A Stupid Detail"

Rules and regulations are made by companies for very good reasons. All employees should follow them. If you do not understand why you are told to follow certain procedures, ask and find out. You will find out more about the reasons for certain rules and regulations when you learn about how the business works.

Ellen is a senior at North High. She has been working for Clone Company for the past few months. Her boss, Ed Rank, was getting complaints about Ellen's work from other employees. This surprised Ed because he thought Ellen was a good worker and could really advance in the company. Ed asked Ellen about the job. She told him that the job was great. The only problem was that some employees got mad at her for forgetting some "stupid details." Mr. Rank asked Ellen what details she meant. Ellen said that she thought it was stupid to put delivery tags on boxes that she sorted to make sure these boxes would get to the right department. Mr. Rank explained to Ellen that the tags were used in the department as an important part of a procedure. This helped to check whether the departments had received all the materials that had been ordered. Ellen seemed a little surprised, but then said, "I still think it's stupid."

Directions: Answer each question with your opinion.

Be prepared to share your answers with others in the class.

1. Do you think Mr. Rank's opinion of Ellen has changed?

Yes_____ No_____

Explain:____

____

____

Activity # 45 continued page 2 Name________________________

2. How would you evaluate Ellen's attitude towards her job?

____

____

____

3. What would you do if you thought some procedure you had to do as part of your job was "stupid"?

____

____

____

4. How would you suggest to your boss any changes in company procedures?

____

____

____

Activity # 46 TITLE: "But It Was Important"

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	☒
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	☒
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for all students.

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- Community contacts/resources

Time

Student can complete activity within one classroom period.

Main Idea

Our personal affairs are not the problems of employers unless they affect our work on the job.

Employer Participation

Ask employers what procedure is used for employees to get time off during working hours to handle personal affairs.

Vocabulary

company(ies)
profit

Coordinator Notes

Activity # 46 Name________________________

TITLE: "But It Was Important"

The Golden Box Company is one of four makers of cardboard boxes in the area. These box companies supply others with boxes. These businesses can then send their goods all over the country. Ellen Bacon just turned eighteen. In her last semester of high school, she was hired to work in the afternoons. Her duties included sorting boxes, making some deliveries, and general cleaning. One afternoon, Ellen failed to show up for work. She was downtown taking care of something important. As a result, many boxes did not get delivered that day. A number of companies were upset with the Golden Box Company. When Ellen returned late that day, she found out that she had been fired. All Ellen could say was, "But it was important!"

Directions: Answer each of the following.

Be prepared to share your answers with others in the class.

1. Would you have fired Ellen? Yes_____ No_____

Explain____

____

____

2. How could Ellen's absence without approval for even a few hours affect the profits of the company?___________________________________

____

____

3. What do the Golden Box Company and the other box companies depend upon to make a profit?____

____

____

Activity # 46 continued page 2 Name__________________________

4. What would you do at work if you needed a few hours off to take care of something important?

____

____

____

Activity # 47 TITLE: "Just Doing My Job"

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	☒
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	☒
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for all students.

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- Community contact/resources

Time

Student can complete assignment within one class period.

Main Idea

Just doing your job includes that little extra effort.

Employer Participation

Ask employers how they view the employee who gives that little extra effort.

Vocabulary

salary

Coordinator Notes

Activity # 47 Name______________________________

TITLE: "Just Doing My Job"

Joy was a junior at Winslow High when she got her job at Red's Meat Market. When things got slow and the wrappers were caught up with the butchers, the wrappers usually sat down and had a soda. Joy very seldom sat down. She usually cleaned the blocks or picked up scraps of paper that had been dropped during the rush. The shop owner noticed Joy's extra effort and gave her a raise above the usual salary for a wrapper.

Directions: Answer each of the following questions. Be prepared to share your answers with others in the class.

1. If you were Joy's boss, would you give her a raise? Why?

____

____

____

2. Do employees always get a raise for doing a little more than is expected of them? Yes_____ No_____ If not, then why do more than is expected of you?____

____

____

3. What extra effort can you make on your job? List the extra things you can do to make the business run a little smoother.

a.____

b.____

c.____

d.____

e.____

Activity # 48 TITLE: "I Didn't Want to Bother You"

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	☒
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	☒
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for all students.

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences

Time

Student can complete activity within one classroom period.

Main Idea

Employees are often afraid to ask how to do somthing. They feel it would show that they are stupid.

Vocabulary

supervisor

Coordinator Notes

Activity # 48 Name____________________________

TITLE: "I Didn't Want to Bother You"

This summer Gary got his first job. It wasn't his first choice, but it was work. He would be able to work through the summer and make some money. He and several other people were put on the box line at Rainbow's produce packing plant. The people on the box line fold and staple all of the shipping boxes. Soon, he found out that those staplers run out of staples. He also found out that he didn't know how to fill up the crazy thing. After trying and failing to refill his, he spotted a spare with staples in it. (The guy next to him had gone on his break.) When the guy next to him came back, he tried to staple a box. He then realized that his stapler was empty. Each time Gary got low on staples, he would swap a stapler with someone. Others soon realized that they were running out of staples during their breaks. Using others' staplers seemed to be a solution to Gary's problem. Then Henry, a rather large man, threatened to hit Gary. The yelling drew the attention of the supervisor. He asked what the problem was. Gary said, "I didn't know how to load the stapler, and I didn't want to bother you."

Directions: Answer the following and share with the class.

1. What do you think the supervisor will say to Gary?________________

____

____

2. What should Gary have done to avoid the problem?________________

____

____

Activity # 48 continued page 2 Name__________________________

3. Have you ever found yourself in a similar problem? How did you handle it?____

Activity # 49 TITLE: Following Directions

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	☒
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	☒
Following Directions	CC	☒
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for all students.

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction

Main Idea

To help an individual understand what happens when instructions are not followed

Employer Participation

Ask employers how they handle employees who do not follow instructions.

Vocabulary

Coordinator Notes

Activity # 49 Name________________________

TITLE: Following Directions

This is a five-minute test on following directions:

Directions: How well do you follow directions? You should be able to complete all the things required by following the directions below. The entire test should take you less than five minutes. Use a watch with a second hand to keep close track of the time. Give yourself only five minutes to complete the work. You will write all of the information on a sheet of notebook paper.

1. Read all directions before doing anything.
2. On a sheet of notebook paper, write your name in the upper left-hand corner.
3. Number from 1 to 7, leaving three blank lines between each number.
4. Draw five small squares to the right of the number 1 on your paper.
5. Put an X in each square beside the number 1 on your paper.
6. Draw a circle around number 2 on your paper.
7. Draw an X next to number 5 on your paper.
8. Multiply your age by 3 and record the answer next to the number 7 on your page.
9. Say your name out loud.
10. Beside number 4 write today's date.
11. Beside number 5 write the city and state where you were born.
12. Count the number of persons in this room and write your answer next to number 6 on your page.
13. Say out loud,"I have reached number thirteen, and I am following all of the directions carefully." 261

Activity # 49 continued page 2 Name______________________________

14. Now that you have completed reading all of the instructions, only do directions 1 and 2. Sit quietly until the rest of the class completes the work.

Activity # 50 TITLE: How Well Do You Know Your Job?

OBJECTIVES		
How to Get a Job		☐
How to Keep a Job		☒
How to Leave a Job		☐
Self-Knowledge		☐
Career Preparation		☐
Career Decision-Making		☐
Economic Awareness		☐
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	☐
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	☐
Profit vs. Loss	G	☐
Health and Safety	H	☐
Pay/Wages	I	☒
Employee Benefits/Rights	J	☒
Consumer Considerations	K	☐
Attitudes		
Motivation/Ambition	L	☐
Being Responsible	M	☐
Reliable/Dependable	N	☐
Getting Along with Others	O	☐
Employee-Customer Relations	P	☐
Loyalty/Honesty	Q	☐
Initiative	R	☐
Competitive	S	☐
Self-Awareness		
Job Satisfaction	T	☐
Life Style	U	☐
Confidence	V	☐
Aptitudes	W	☐
Abilities	X	☐
Interests	Y	☐
Values	Z	☐
Skills		
Oral Communications	AA	☐
Written Communications	BB	☐
Following Directions	CC	☐
Productivity	DD	☐
Job Related Skills	EE	☒
Rules and Regulations	FF	☐
Taxes	GG	☐
Finances	HH	☐
Decision-Making Skills	II	☐
Planning	JJ	☐

This activity is designed for all students.

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations
- Career Center
- Community contacts/resources

Time

Student can complete assignment within one classroom period but may need time outside of class to complete assignment.

Main Idea

Knowing the job and industry can help a person better understand how to move on to get a better job and/or promotion.

Employer Participation

Ask employers about opportunities within their business and/or industry for young people.

Vocabulary

industry
qualifications
promotion
industries

fringe benefits
gross
company

Coordinator Notes

Activity # 50 Name________________________

TITLE: How Well Do You Know Your Job?

This activity will help you find out how much you know about your present job and its industry.

Directions: Answer the following questions. Don't guess. If you are not sure of the answer, leave it blank.

1. What is a good definition of your present job?________________

2. What qualifications are needed to get a job like yours?________

3. What does it take to get a raise?____________________

4. What do you need to do to get a promotion?________________

5. What other jobs can you get as a result of your experiences on this job?____________________

6. What other industries hire people to do the work you do?________

7. What fringe benefits do you receive?____________________

Activity # 50 continued page 2 Name________________________________

8a. How much do you gross each hour? $_______per hour.

8b. How much do you gross each week? $_______per week.

8c. How much do you gross each month? $_______per month.

9a. How much do you take home each hour? $_______per hour.

9b. How much do you take home each week? $_______per week.

9c. How much do you take home each month? $_______per month.

10a. If you stay with this company, what will be your job by next year?____

10b. If you stay with this company, what will be your job five years from now?____

10c. If you stay with this company, what will be your job ten years from now?____

11. How long do you plan to stay with your present company?

____

____

Activity # 51 TITLE: "Bad Mouth Bill"

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	☒
Employee-Customer Relations	P	
Loyalty/Honesty	Q	☒
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	☒
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for all students.

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences

Time

Student can complete activity within one classroom period.

Main Idea

Talking without all the facts usually causes problems.

Employer Participation

Ask employers how "loose-tongued" employees can cause problems.

Vocabulary

policies
promotion
probation
productive
personnel
gossip
employees
minimize

Coordinator Notes

Activity # 51 Name______________________________

TITLE: "Bad Mouth Bill"

Bill had a bad habit that made him less than popular at his job for I. O. Cash Stores. Bill was nosey and many times got less than the entire story. His gossip caused mistrust and hard feelings among many of his co-workers.

Jim, a junior at Royal High, was hired by I. O. Cash to work in the same area as Bill. When hired, Jim was given a tour of the store by Mr. Neckless, the personnel manager. As Jim toured the store, Mr. Neckless explained some of the company's policies to Jim. Bill was listening as they discussed the plan for promotions. Bill heard Mr. Neckless say, "While you are on probation, you cannot get a raise or a promotion." Bill however, did not hear the rest: "This probation period for new employees allows us to help them get off on the right foot. They can then be better and more productive workers." Bill was in his usual form. He began to spread the news about the new "jail bird" the store had hired. Bill said that he was going to watch closely everything not "nailed down."

About three weeks later, Bill couldn't find a special tool. He went to Jim and told him to give it back. He also told Jim that all of the other employees knew he was on probation and had served time in jail.

Directions: Answer each of the following questions and be prepared to share your answers with others in the class:

1. What do you think Jim will say to Bill?________________________

____

____

Activity # 51 continued page 2 Name____________________________

2. Should Jim tell his boss what has happened? Yes_____ No _____

If so, what should he say?____

____

____

3. Who should tell the fellow employees about the rumor?______________

Why?____

____

4. What do you think will happen to Bill?_______________________________

____

____

5. Have you ever been the victim of a "Bad Mouth Bill" type person?

Yes_____ No_____. What happened?____

____

____

6. What can you do to stop this type of talk, or "bad mouthing,"

where you work?____

____

____

Activity # 52 TITLE: "Shop Talk"

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	☒
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for all students.

Methods

Group activity recommended but activity can be done individually with a follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations

Time

Student can complete activity within one classroom period.

Main Idea

One needs to be cautious about the conversations that take place at the job site. (question # 4)

Employer Participation

Ask employers how they feel about employees who do a lot of social talking on the job.

Vocabulary

topics
supervisor
employees
schedules

Coordinator Notes

Activity # 52 Name____________________________

TITLE : "Shop Talk"

Shop talk is what you say while you are on the job. This talk can be broken into two areas: talk related to the job and social discussions. What you say on the job will affect your future in the world of work. Be wise in choosing what you say, to whom you say it, and when you say it. If you do, you can improve your chances of keeping a job and moving up the industry ladder.

Directions: Answer the following:

1. Place a check mark in the box before each topic you have discussed on the job.

- ☐ your wages
- ☐ your supervisor or boss
- ☐ bragging
- ☐ other employees
- ☐ working conditions
- ☐ how to improve the company
- ☐ the weather
- ☐ starting rumors
- ☐ continuing rumors
- ☐ work schedules
- ☐ uniforms/dress code
- ☐ break times
- ☐ complaining
- ☐ girl friends or boy friends
- ☐ company policies

2. Circle the positive topics of discussion.

Activity # 52 continued page 2 Name______________________________

3. List any discussion topics that you think are positive and have discussed on the job. After each of these topics, explain how they have helped you keep your job or advance on the job. (For more space use the back of this page.)

a.____

____

b.____

____

c.____

____

d.____

____

e.____

____

4. List any topics that you have discussed as shop talk but should avoid in the future. Explain how these topics could cause you to lose your job or not get promotions. (For additional space use the back of this page.)

a.____

____

b.____

____

c.____

____

d.____

____

e.____

____

Activity # 53 TITLE: The Boss Doesn't Know It All?

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	☒
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	☒
Getting Along with Others	O	
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	☒
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who have trouble following directions.

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations

Time

Student can complete activity within one classroom period.

Main Idea

To help people recognize that they can learn from people with experience

Employer Participation

Ask employers how they handle employees whose failure to follow directions caused a customer to be unhappy.

Vocabulary

technician
promotion
distributor
Sacramento
ego

Coordinator Notes

Activity # 53 Name________________________

TITLE: The Boss Doesn't Know It All?

About six months ago Ted got a job at Good Tune-up Center. During the last few months, he was promoted from parts cleaner to technician. He got the promotion because he kept his eyes open and asked the right questions. Ted was also able to see what needed to be done and then did it.

However, when he got his new title, he also got a big ego. This became evident when his neighbor Ron came in with a problem. His car quit running as he was leaving the Big Bubble Car Wash. It took over 20 minutes and an AAA tow truck operator to get it on the road again. Ron said that he remembered Ted's talking about his job at the tune-up center. He decided to give them a chance to solve the problem. Ted explained to Ron that his boss had gone after parts and wouldn't be back for about an hour or so. Ron was in a hurry. He and his wife were late leaving on a trip to Reno, and he would have to go somewhere else if Ted couldn't do the job. Well, this was more than Ted could handle; his ego got the best of him. He told Ron, "I can handle it." After all, Ted had seen his boss scope cars every day for the last few months. Ted had hooked up the scope himself for the last couple of weeks. Since he had watched what his boss had done and had listened carefully to everything his boss said, he felt he could do the job. There was only one thing he didn't seem to remember hearing. This was the time his boss said, "You really have to know all the tricks to use this scope right. Don't try to scope a car on your own until I feel you can do it."

Well, Ted went ahead and scoped the car. He found out the number 2 and 6 plug wires were bad and two plugs were fouled. He told Ron

Name____________________________

that he would have it fixed soon. In about 15 minutes the car was running smooth again.

It was about three days later when it happened. Ron pulled into the center with less than a smile on his face. Ted asked him if he had lost his money in Reno. Well, the answer wasn't what Ted expected. He said his biggest loss came just outside of Sacramento. It was obvious that Ron was angry. He told Ted that his car had quit about 8 miles above Sacramento in the rain. Luckily, a Highway Patrol officer came along after about an hour. A tow truck driver was able to get their car to a garage in about another hour, but the garage was closed. The garage owner, however, was a friend of the tow truck driver and came down to the garage to fix the car. It took so long to get the car fixed and back on the road to Reno that Ron and his wife lost their room reservation at the hotel. Luckily, they got a room at a nearby motel. Now, Ron was here to discuss the situation with Ted's boss.

It seems that Ted missed the real problem with Ron's car when he scoped it. The distributor cap was cracked. The moisture from the rain and car wash was causing the car to stall. Ron wanted Ted's boss to pay for the cap that had to be replaced on the road at the very high price of $58.50 ($8.50 for that cap and $50.00 for the garage owner's trouble).

Directions: Answer the following questions:

1. When did Ted's problem begin?________________________________

____

Activity # 53 continued page 3 Name____________________

2. If you were Ron, how would you feel about having the tune-up center do any more work on your car?

3. What can Ted say or do to solve his problem?

Solutions: The following is a list of possible "OUTS" for Ted. Read each possible solution. Explain why it is or isn't the proper action for Ted to take.

4. Quit before being fired.

5. Begin looking for a new job.

6. Ted shouldn't go to work for a few days. This will allow the boss to cool off.

7. Ted should offer to pay Ron for the distributor cap.

8. Ted should get to his boss before Ron's emotional story changes the facts.

Activity # 53 continued page 4 Name______________________

9. Ted should remind the boss that he was only following his directions. After all, the boss once told Ted that the customer is always right. Ron had asked Ted to fix his car.______________________

____

____

10. Ted should admit his mistake.______________________

____

____

Activity # 54 TITLE: Five Minutes Late --- So What?

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	☒
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	☒
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	☒
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who do not understand the relationship between being late for work and loss in company profits. (#19)

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences

Time

Student can complete activity within one classroom period.

Main Idea

To help an individual understand that being late for work can hurt his or her pocketbook.

Employer Participation

Ask employers how the business is affected financially by late employees.

Vocabulary

production
employer
employees
overhead cost
formula

Coordinator Notes

Activity # 54 Name________________________

TITLE: Five Minutes Late --- So What?

How many times have you heard a fellow employee say something like:

- "I was five minutes late --- so what?"
- "It was only five minutes."
- "Don't hassle me about five minutes --- It's no big deal!"

Just how big a deal is five minutes?

Say John is five minutes late for work each day. He makes $4.00 an hour and works 255 days a year. Overhead cost is figured at two times the hourly rate. How much would John cost his employer in production dollars? Let's base our answer on a formula used in the world of work.

Production Loss	=	Overhead Cost	X	Hours Lost	X	Days Worked	X	Number of Employees Late

We know the following information about John:

- Overhead cost is $4.00 (hourly rate) x 2 or $8.00.
- Hours lost is 5 minutes (5/60 or 1/12 of an hour).
- Days worked is 255.
- Number of employees is one.

Using the above formula, we can figure that John costs his employer $170 in production.

$170 Production Loss	=	$8.00 Overhead Cost	X	1/12 Hours Lost	X	255 Days Worked	X	1 Number of Employees Late

Activity # 54 continued page 2 Name______________________

What if 50 employees all making $4.00 an hour were five minutes late for 255 days? Using the formula on the previous page, we find out that they would cost the employer $8,500 in production.

- $8.00 x 1/12 x 255 x 50 = $8,500

Below is a chart based on this formula. It calculates the production loss in dollars for employees who are five minutes late.

PRODUCTION LOSS IN DOLLARS CHART

Hourly Rate	Number of Employees Five Minutes Late for 255 Working Days						
	1	5	10	25	50	100	500
$3.10	131.75	657.20	1314.40	3286.00	6572.00	13144.00	65720.00
$3.35	142.37	711.88	1423.76	3559.40	7118.80	14237.60	71188.00
$3.75	159.38	796.88	1593.76	3984.40	7968.80	15937.60	79688.00
$4.00	170.00	850.00	1700.00	4250.00	8500.00	17000.00	85000.00
$5.00	212.50	1062.60	2125.00	5313.00	10626.00	21252.00	106260.00
$6.00	255.00	1275.00	2550.00	6375.00	12750.00	25500.00	127500.00

Directions: Use the above chart when needed. Answer the following questions regarding the cost of being late:

1. Ruth makes $3.35 an hour. She is five minutes late for 255 working days a year. How many dollars has she cost her employer in production? $________________.

2. Ten employees, who make $5.00 an hour each, are five minutes late for 255 working days. How many dollars in production would they cost the employer? $________________.

Name__________________________

3. You and four of your fellow employees make $4.65 an hour. All of you are five minutes late each day for 255 working days. Do you think you are going to get a holiday bonus? Yes_____ No_____ (check one)

Why?____

____

Do you think you would get a raise? Yes_____ No_____ (check one)

Why?____

____

4. How secure is your job? Say there are 100 people, including yourself. All of you earn an average salary of $6.00 per hour working on an assembly line. Use the formula on page 1 of this activity. Figure out how much the company loses in production dollars when one employee is ten minutes late. Because of that one employee, 99 others cannot work until she or he starts to work.

The company loses $__________________ in production dollars.

5. How much will the company lose if this happens five times a month?

The company loses $__________________ in production dollars a month.

6. Say you are the newest employee. Whom do you think the company will fire if this causes a loss of money?__________________________

____

____

____

Activity # 55 TITLE: Working with Others

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	☒
Consumer Considerations	K	☒
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	☒
Employee-Customer Relations	P	
Loyalty/Honesty	Q	☒
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	☒
Job Related Skills	EE	
Rules and Regulations	FF	☒
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for all students.

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction
- On-the-job observation
- On-the-job experiences
- On-the-job evaluations

Time

Student can complete activity within one classroom period.

Main Idea

To help recognize that problems need to be identified and then solved.

Employer Participation

Ask employers what they do when employees do not get along.

Vocabulary

authority
supervised
promotion

Coordinator Notes

Activity # 55 Name________________________

TITLE: Working with Others

You need to have good human relations in order to do well in the world of work. This means you must be able to work with your co-workers and your boss.

Mary Knowitall is a famous writer for the Today News newspaper. She gets many letters from her readers who have problems with their co-workers and bosses. A few of these letters are shown below.

Directions: Read each of the following letters and Mary Knowitall's replies. Answer the questions after each set of letters.

A letter about two bosses from Ruth

Dear Mary Knowitall:

I work from 4-8 p.m. at a local restaurant. My problem is that I have two bosses, John and Linda. John leaves at 6 p.m., when Linda comes on duty. What happened last week is an example of what I mean.

It was a half an hour before quitting time. The floors needed mopping. The glass doors and windows also needed cleaning. Before he left, John told me to be sure the doors and windows got cleaned. Linda told me instead not to do the windows and doors, but to mop the floor instead. When John saw me the next day he said that if I disobeyed him again, I would be out looking for another job.

I would gladly stay past 8 p.m., but I can't work more than four hours on a school day.

What should I do from now on if John tells me to do one thing and Linda tells me to do something else? - Ruth

Activity # 55 continued page 2 Name______________________

Mary Knowitall's answer to Ruth.

Dear Ruth:

Complete the job for the boss who has the most authority. Then tell the other boss you could not complete his or her task because of conflicting orders. - Mary Knowitall.

1. What else could Mary Knowitall tell Ruth to help her?

____

____

____

____

2. Have you had any problems on your current job trying to obey two bosses? Yes_____ No_____ Explain______________________________

____

____

A letter from Bob about sharing work with others

Dear Mary Knowitall:

I have a problem at my job. I work with three other people at our warehouse. Over the past few months I have missed only one day of work and always make a serious effort to do a good job. The problem is that two of the other three people do not feel the same way I do about getting the job done. Many times we are not supervised. Two of the workers will then take extra breaks. They will sit down, talk, and just not get the job done. All four of us receive the same pay and benefits, but it seems only two of us are doing the work.

How can I get the other two workers to do their share of the work? - Bob

Activity # 55 continued page 3 Name______________________

Mary Knowitall's answer to Bob

Dear Bob:

You have only two choices. One, you can join the other two workers goofing off. Or second, you could tell your boss about your co-workers' lack of effort on the job. I would suggest telling your boss about your co-workers' lack of work effort. - Mary

3. What else could Mary Knowitall tell Bob to help him?

4. What do you think of co-workers at your job that goof off?

A letter from Al about being appreciated on the job

Dear Mary Knowitall:

I have been at my job for about a year. I have always stayed after hours when asked and even when I wasn't asked to get the job done. But all I get from my boss is "good afternoon" or "see you tomorrow." Never a smile or hello or thanks for staying and doing a good job. I know my boss depends upon me because my workload is getting bigger. That's about all the thanks I get.

I never have asked for a raise or a promotion. All I really want is a little appreciation. Other workers also have the same complaint I do. How can I get my boss to give us some credit. - Al

Name________________________

Mary Knowitall's answer to Al

Dear Al:

Request a transfer to another department. In this way you will have a different boss. Perhaps he or she will be more appreciative of your efforts. - Mary Knowitall

5. What else could Mary Knowitall tell Al to help him?

____

____

____

6. Does your boss show appreciation for the work you do?

Yes_____ No_____ Explain______________________________

____

____

7. Do you feel bosses should give praise to their workers or be more like the boss Al has? Explain______________________________

____

____

A letter from Rhonda about friendship with the boss

Dear Mary Knowitall:

I used to be friendly with my co-workers. Lately, however, I feel they are talking behind my back and not talking to me.

Things started to change about me when I got a new hair style and bought some new clothes. It got worse after the boss took me to lunch. Then I received a raise and a promotion.

I know they are talking about me. But it is not true what they are saying. Tell me how I can get back into their good graces? - Rhonda

Name______________________________

--Mary Knowitall's answer to Rhonda

Dear Rhonda:

Be yourself. Your co-workers are jealous. Their feelings will soon fade away when they realize you have authority over them. - Mary Knowitall

8. Do you agree with Mary Knowitall's answer to Rhonda? Yes_____
No_____ Explain____
____
____
____

Activity # 56 TITLE: There's a New Boss in Town

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	☒
Reliable/Dependable	N	☒
Getting Along with Others	O	☒
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	☒
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	☒

This activity is designed for all students. (# 45)

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction
- On-the-job observation
- On-the-job experiences
- On-the-job evaluations

Time

Students can complete this activity within one classroom period.

Main Idea

Following orders is not always easy.

Employer Participation

Ask employer how she or he promotes employees to more responsible positions.

Vocabulary

attitude
suspend (ed)

Coordinator Notes

Activity # 56 Name ______________________

TITLE: There's a New Boss in Town!

Mary Knowitall is a famous writer for the Today News, a local newspaper. She gets many letters from her readers about the problems they face with their bosses.

Directions: Read each letter and Mary's replies. Answer the questions after each set of letters.

Dear Mary Knowitall:

I am a checker at a restaurant in town. Last Saturday I almost quit my job after two years of faithful service. I have a new boss, and she really got angry at me. It was really a tough day. The customers had to wait too long to pay their bills. I had to seat new customers because we were short of help that day. Then the bartender needed change. Two customers needed booster chairs for their children. One table needed a coffee refill and another customer changed seat locations, confusing me till I was about to scream (aaaahhhhhh!). Since that day the boss has been rather cool to me. How can I explain that it wasn't really my fault? Any suggestions? Beth

Mary Knowitall's reply to Beth

Dear Beth:

When another short-of-help time like this happens, call the manager. Explain what is happening and ask her quietly for help. Do not scream aaaahhhhhh! - Mary

Name____________________________

1. What help would you give Mary Knowitall to improve her answer?

____

____

____

2. Have you ever gotten a new boss? Yes_____ No_____

If yes, explain how he or she handled the job differently?

____

____

____

> Dear Mary Knowitall:
>
> I have been cheated. For fifteen months I have given this business my time, effort, and blood. So this week they give this "new guy" the job I wanted. I don't want to change jobs because this job fits my school schedule so well. I feel so let down that I doubt if I can really do work for them anymore. I need help. - Ralph

Mary Knowitall's reply to Ralph

Dear Ralph:

Perhaps you lack the proper skills and attitude for this new position. Apply for training courses that will make you a more valuable worker. Also check your attitude to see if it meets company expectations. - Mary Knowitall

3. What would you tell Mary Knowitall to improve her answer?

____

____

4. Have you ever not gotten a job you expected to get like Ralph?

Yes_____ No_____ If yes, what did you do? ____________________

Dear Mary Knowitall:

I have been with this company as clerk since I graduated from high school. Recently my company was bought by another company. Now I have a new boss and he keeps telling me how to do my reports. His way is really stupid and won't work. This is the reason I continue to do the reports my way. Last Friday I was suspended for one day. I have called in sick the last three days. What should I do now? - Upset

Mary Knowitall's reply to Upset

Dear Upset:

Quit before you are fired!!! - Mary Knowitall

5. What would you tell Mary Knowitall to improve her reply?

6. Have you ever quit a job because you did not like the way things were done? Yes_____ No_____. If yes, briefly explain the situation.

Activity # 57 TITLE: Productivity

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	☒
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	☒
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	☒
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	☒
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for all students who want a raise. (# 45)

Methods

Group activity recommended but the activity can be done individually with follow-up discussion.

Resources

- Classroom instruction

Time

Student can complete activity within one classroom period.

Main Idea

Productivity -- The more a worker produces per hour, the greater are the profits or the lower are its prices.

Employer Participation

Ask employers how they attempt to improve their productivity at their business.

Vocabulary

productivity
profit

Coordinator Notes

Activity # 57 Name____________________

TITLE: Productivity

In some jobs, a worker can earn more for the company by working harder or by having better tools to work with. When a worker does more per hour than before, this is called increasing productivity. For example, a builder might be able to increase productivity if she or he were given better tools to work with. More work could be done in the same amount of time.

Directions: Answer the following questions on productivity:

1. Sal uses his bike to deliver pizzas for a local pizza place. On the average, he can deliver two pizzas per hour. How might Sal's productivity be increased?____________________

____

____

2. Sandra stays up at night watching the late night movie. She is always very tired when she arrives for her job in a fast food restaurant. She finds it hard to keep up with her co-workers. How might Sandra increase her productivity?____________________

____

____

3. Can productivity affect the profits of your company?__________

Why or why not?____________________

____

4. How can increased productivity affect customer prices?__________

____

5. How might your productivity be increased at your place of work?

____

____

Name_______________________

6. Do you feel workers that increase their productivity deserve a raise? Yes_____ No_____

Why?____

____

Activity # 58 TITLE: What You Never Say to Your Boss

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	☒
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for all students. (# 45)

Methods

Group activity recommended but activity can be done individually with a follow-up discussion.

Resources

- Classroom instruction
- On-the-job observation
- On-the-job experiences

Time

Students can complete this activity within one classroom period.

Main Idea

How you say something is very important.

Employer Participation

Ask an employer what she or he thinks when an employee says "I don't know" or any other statements in this activity.

Vocabulary

promotion
recommendation

Coordinator Notes

Activity # 58 Name____________________________

TITLE: What You Never Say to Your Boss

Your boss always wants your help. You were hired to do a job, not to cause problems. Problems, though, arise every day on the job. You can be overworked. You can't get your job done on time. Maybe you don't agree on how something is being done. How you talk to your boss about these types of problems can be very important. It can help you get a raise, a promotion, and a good letter of recommendation. On the other hand, if you talk to your boss in a wrong way, you could lose your job.

There are certain types of wrong things you should never say to your boss. Things that mean I can't or I won't. You have heard them at home, at shcool, and at your place of work. Things like:

"I'm too busy."
"It won't work."
"I don't know."
"You never shoewd me."
"That's not my job!"

Directions: Answer these questions. Be prepared to share your answers with others in the class.

1. Place a check (✓) in front of those sayings you have heard other workers use at your place of work

_____ "I'm too busy."
_____ "It won't work."
_____ "I don't know."
_____ "You never showed me."
_____ "That's not my job!"

Activity # 58 continued page 2 Name___________________________

2. Why should workers never say these things to their bosses?

____

____

____

____

3. Suggest a better way to say the following to your boss:

a. "I'm too busy."____

____

b. "It won't work."____

____

c. "I don't know."____

____

d. "You never showed me."____

____

e. "That's not my job."____

____

Activity # 59 TITLE: Honest or Dishonest: What Is Your Feeling?

OBJECTIVES		
How to Get a Job		☐
How to Keep a Job		☒
How to Leave a Job		☐
Self-Knowledge		☐
Career Preparation		☐
Career Decision-Making		☐
Economic Awareness		☐
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	☐
Occupational Opportunities	B	☐
Laws	C	☐
Related Education and Training	D	☐
Related Experiences	E	☐
Industry	F	☐
Profit vs. Loss	G	☒
Health and Safety	H	☐
Pay/Wages	I	☐
Employee Benefits/Rights	J	☐
Consumer Considerations	K	☒
Attitudes		
Motivation/Ambition	L	☐
Being Responsible	M	☒
Reliable/Dependable	N	☒
Getting Along with Others	O	☒
Employee-Customer Relations	P	☐
Loyalty/Honesty	Q	☒
Initiative	R	☐
Competitive	S	☐
Self-Awareness		
Job Satisfaction	T	☐
Life Style	U	☐
Confidence	V	☐
Aptitudes	W	☐
Abilities	X	☐
Interests	Y	☐
Values	Z	☒
Skills		
Oral Communications	AA	☐
Written Communications	BB	☐
Following Directions	CC	☐
Productivity	DD	☐
Job Related Skills	EE	☐
Rules and Regulations	FF	☒
Taxes	GG	☐
Finances	HH	☐
Decision-Making Skills	II	☐
Planning	JJ	☐

This activity is designed for all students.

Methods

Group activity recommended but the activity can be done individually with a follow-up discussion.

Resources

Classroom instruction
On-the-job observations
On-the-job experiences
On-the-job evaluations

Time

Student can complete activity within one classroom period.

Main Idea

How dishonesty can affect both employees and the business

Employer Participation

Ask employers how much dishonesty they have experienced and what they do about it.

Vocabulary

profit(s)
business

Coordinator Notes

Activity # 59 Name______________________

TITLE: Honest or Dishonest: What Is Your Feeling?

Honest or dishonest. What is your feeling? Some dishonest actions, such as stealing things from a business, are very clear. Other actions are not as clear, such as

- Not following company rules
- Reporting to work late
- Leaving a job before quitting time
- Taking long breaks
- Slacking off during working hours
- Using work time for your own needs or interests

Directions: Complete these questions. Be prepared to share your feelings with other students in the class.

1. Honest or dishonest. What is your feeling? Place a check in the column below that best expresses your feelings. Use the following column code:

- 1. Honest, I would do it.
- 2. Honest, but I would not do it.
- 3. I do not know.
- 4. Not really honest, but accepted.
- 5. Dishonest.

columns

	1	2	3	4	5
a. Make personal phone calls during work hours.					
b. Use company phone to make long distance personal phone calls.					
c. Do homework on work time when all other work is done.					
d. Use office supplies to do homework.					

Activity # 59 continued page 2 Name______________________________

	1	2	3	4	5
e. Workers may eat menu items during working hours without paying for them. Mary works in a fast food restaurant. Mary's friend Alice comes by a lot for free food. Since Mary does not eat much, she usually gives Alice a free hamburger or shake.					
f. John works in a gas station. At the end of the evening he is often 25c to $1.00 short in the register. Normally John puts in the amount he is short in order to balance. One night he was $4.00 over. He decided to keep the $4.00. After all, he has put money in often.					
g. Jane knew that Nancy was taking long lunch hours. When asked by her boss if she noticed that Nancy was taking too much time for lunch, Jane said "no." After all, she had to work with Nancy and didn't want to cause any hard feelings.					
h. Mark works in a fast food restaurant. Just before closing time, other workers at the restaurant get their friends to call in orders. The workers then take the order home because they are "no show" items.					
i. Two workers from Jay Stores report late to work sometimes. They could be as late as 20 minutes but record 8:00 a.m. as their actual report time. This was okay because they sometimes worked late without extra pay.					

Name____________________________

2. What would you do if you knew a person you worked with was stealing? Please check one or more of the following choices.

a. _____ Tell the boss about the worker.

b. _____ Tell the boss about the worker only if you are asked.

c. _____ Talk to the worker about what is happening.

d. _____ You and another worker talk to that worker.

e. _____ Say nothing to anyone.

f. _____ Offer to assist the worker and share the profits.

g. _____ Other____

3. In what way do dishonest workers affect business profits?

____

____

____

4. In what way can dishonest workers affect the customers of a business?____

____

____

5. In what way can a dishonest worker affect other workers?

____

____

____

6. What type of future does the dishonest worker have with a business?____

____

____

Activity # 60 TITLE: Why Is She or He Paid More Than I Am?

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		☒
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	☒
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	☒
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	☒
Abilities	X	☒
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	☒

This activity is designed for students who feel they should be making more money. (#25)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observation
- On-the-job experiences
- On-the-job evaluation

Time

Student can complete the activity within one classroom period.

Main Idea

Supply and demand--wages are determined by supply and demand.

Employer Participation

Ask employers how they decide what to pay their employees.

Vocabulary

profit(s)
supply
union
company
reference(s)
qualify(ied)

Coordinator Notes

Activity # 60 Name_______________________

TITLE: Why Is She or He Paid More Than I Am?

There are many reasons why some workers are paid more than others. A worker may have been on the job longer, or may belong to a strong labor union. A company might be making higher profits and be able to afford to pay its workers more. The reason for differences in pay is because of "supply and demand." "Supply" means how many workers are willing and able to work at a job for a certain amount of pay. "Demand" means how many jobs there are available for those workers at those pay rates.

When a new plant opened in Needles, hundreds of people applied for the fifty jobs for unskilled workers. A person needed a high school education with a good attendance record for the job. No prior experience was needed. Ramon Sanchez wanted one of the jobs. He had just finished high school and had experience working part-time in a gas station. Ramon had good references from the gas station manager, his high school counselor, and the work experience education coordinator. He had a good high school record.

There was a hospital and a nursing home in Needles. Elderly people who could no longer care for themselves lived in the nursing home. A person needed a college degree in nursing for both jobs. The nursing home job demanded experience working with elderly people and in teaching games, crafts, and singing. This home wanted to hire a nurse who could lead fun activities for its people, as well as care for them.

Ramon's sister Maria had just earned her nursing degree from the state college. While in college, Maria had done volunteer work at the local Senior Citizen's Center. She had helped with the crafts program there and with a "Holiday Sing Along." She also had worked as a camp counselor when she was in high school. Maria applied for both of the nursing jobs.

Both Ramon and Maria were chosen for interviews. They discussed good interview skills and practiced asking each other job-related questions. Both Ramon and Maria were given the jobs for which they had applied.

Ramon was very pleased to have been given the job at the new plant, but he was unhappy with the pay that was offered to him. He would only be paid a little over minimum wage. Ramon politely told Mr. Hill, the plant personnel manager, that he had hoped to start at a higher wage. Mr. Hill explained that since hundreds of qualified people had applied for only fifty jobs the plant did not need to pay higher wages. If Ramon was not willing to work for the wage offered, there would be others who would. Mr. Hill told Ramon that some other people had already turned down job offers because of the low pay. But even at a little over minimum wage, the number of people willing to work (supply) was greater than the number of jobs at that pay rate (demand). In other words, the plant did not need to offer higher pay to get enough workers.

Maria had interviews at both the hospital and the nursing home. Her first interview was at the nursing home. The director of the home, Ms. Sing, told Maria that she was exactly what she wanted. She offered the job to Maria at the interview. She also offered Maria a good salary for a beginning nurse. Maria explained that she had another interview at the hospital the next day, and would call Ms. Sing to let her know her choice.

Maria was also offered the job at the hospital at the same salary that Ms. Sing had offered her. When Maria returned home from her second interview, there was a message for her to call Ms. Sing.

"Maria," Ms. Sing said over the phone, "you were the only really qualified applicant for our job. I would like to offer you a higher salary than I said yesterday. We have trouble finding people to work here, so we hope that the higher salary will help you decide to work for us."

Later she and Ramon were talking about their new jobs. Maria would be making a lot more money than Ramon. Ramon was happy for his sister. "But," he thought, "why is she earning so much more money than I am?"

Directions: After reading this activity, answer the following questions:

1. Put an "M" next to the statements that apply to Maria. Put an "R" next to the statements that apply to Ramon.

_____ college education

_____ high school education

_____ skills that a lot of other people have

_____ skills that not many others have

_____ many more qualified applicants than job openings

_____ more job openings than qualified applicants

_____ higher salary

_____ a little over minimum wage

Activity # 60 continued page 4 Name________________________

2. Use your answers to #1 to answer this question. In your words, why is Maria being paid more than Ramon?

3. Why do you think Ms. Sing called Maria to offer her a higher salary?________________________

4. Let's say that there were ten qualified nurses who applied at the nursing home. In this case, do you think Ms. Sing would have called Maria to offer her more money?________________________

Why or why not?________________________

5. Would you advise Ramon to accept any job he can get and then move to another one as soon as he can earn a little more money?____________

Why or why not?________________________

6. What could Ramon do that might help him to earn higher pay in the future?________________________

7. Are there better paying jobs at your company?________________________

If yes, why are these workers paid more than you?________________________

Activity # 61 TITLE: Letter of Recommendation

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		☒
Self-Knowledge		
Career Preparation		
Career Decision-Making		☒
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	☒
Getting Along with Others	O	☒
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	☒
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	☒
Job Related Skills	EE	☒
Rules and Regulations	FF	☒
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

This activity is designed for students who have worked for the same employer for over half a year. (#24)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job evaluations
- Community contacts/resources

Time

Student will need time outside of classroom to complete assignment.

Main Idea

A letter of recommendation can help people get their next job or even a promotion within the same company.

Employer Participation

Ask employers if they are willing to write a letter of recommendation or sign a prepared letter.

Vocabulary

policy
employer
employee
recommendation
communicate
delegate
industries

Coordinator Notes

Activity # 61 Name________________________

TITLE: Letter of Recommendation

Job hunting is very tough. Many employers feel one of the best records you can have to support your job application is a letter of recommendation. This letter should show you have worked successfully for the person who wrote the letter.

The following steps are ways to get a letter of recommendation:

- Check to see if your company had a policy on writing letters of recommendation.
- If it does have a policy, follow it.
- If it does not have a policy, decide who would be the best person to write a letter of recommendation for you. Then ask that person if he or she would be willing to write a letter of recommendation for you.

If you have been a good employee, you can usually get the person in charge to agree to write a letter for you. Sometimes the problem is writing the letter. Some people have not written letters of recommendation. They are often very busy with their other job duties. To help them with the letter, do the following:

- Write your own letter of recommendation. Include the information you would like to see in the letter. Prepare it so it is ready to be signed.
- After preparing the letter, ask your person in charge if she or he would be willing to write a letter of recommendation for you.
- If this person agrees to write a letter for you, show the one you have prepared. Ask if this person would just sign your letter.
- Suggest that it be used as a guide in writing another one for you.

- Be sure to give the person at least three days' to a week's time to complete the letter for you.

Note: You do not have to be leaving a job to ask for a letter of recommendation. People in charge change their jobs often. Try to obtain letters from all the people you work for in order to build a good file.

Letters of recommendation can be short and to the point. They do not have to be long letters. However, they should include the following:

- Current date
- Addressed to - To Whom It May Concern
- Your name and job title
- The name of the company (use company letterhead, if possible)
- Dates you worked for the person signing the letter
- At least three skills or abilities you have developed
- A recommendation
- Name and title of person signing the letter

A sample letter of recommendation if found on page 3 of this activity. It shows how an employee, John Jones, prepared a letter of recommendation that is ready to be signed by Ann Wilson, his manager.

Name____________________________

May 1, 1985

To Whom It May Concern:

John Jones has worked in the stock room of "K" Industries for the past eight months--from October, 1984 to the present. He very seldom makes an error. He communicates well with both employees and customers and has learned to handle pressure situations.

I would recommend John as an excellent employee.

Ann Wilson, Manager
"K" Industries

Directions: Answer the following questions. Be prepared to share your answers with others in the class.

1. When you are looking for a new job, why is it helpful to have letters of recommendation with your application?

____

____

____

2. Who at your company would you ask to write a letter of recommendation for you?

__________________________ __________________________

Name Title

3. Why would you ask this person?____________________________

____

Name____________________________

4. Read the items below to help you decide what should be in your letter of recommendation. Place a check mark in the space provided to show those skills, knowledge, and attitudes you have developed on your job.

_____ Learned to be on time

_____ Learned correct appearance and dress for the job

_____ Learned to get job task completed on time

_____ Learned to follow both written and unwritten rules

_____ Learned to be aware of safety

_____ Learned to follow instructions

_____ Learned to communicate with people

_____ Learned to write good letters and messages

_____ Learned to apply basic math concepts

_____ Learned the need for good physical condition and health

_____ Learned to be accurate and avoid errors

_____ Learned to respect and work for supervisors, managers, etc.

_____ Learned to serve customers well

_____ Learned to make decisions on the job

_____ Learned to do job tasks without direction

_____ Learned to make good use of time on the job

_____ Learned to delegate jobs to get a task completed

_____ Learned to work under pressure

_____ Learned to perform job skills more efficiently

_____ Learned new skills on the job, such as______________________

____

_____ Learned about the industry, such as_________________________

____

_____ Other____

Name______________________________

5. Use the statements you checked in question # 4 as a guide. List the three most important things you have done on your job.

____

____

____

____

____

____

6. On another sheet of paper, write a letter of recommendation. You may use the sample letter shown on page 3 of this activity as a guide. The letter should contain the following information:

- The current date
- Addressed to - To Whom It May Concern
- Your name and job title
- The name of your company if you are not using company stationery
- The dates you worked for the person signing the letter
- The accomplishments of your job as you listed above in question # 5
- A statement of recommendation
- The name and title of the person signing the letter as indicated in question # 2

Activity # 62 TITLE: Informing Your Employer

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		☒
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits	J	
Employee Rights	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliability	N	
Getting Along with Others	O	☒
Employee-Customer Relations	P	
Loyalty/Honesty	Q	☒
Initiative	R	
Competative	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

Activity designed primarily for students who are planning to leave their job in the next few months. (#24)

Methods

Group activity recommended but activity can be done individually with follow-up discussion.

Resources

- Classroom instruction

Time

Activity can be completed within one classroom period.

Main Idea

The reasons why it is important to leave a job on a positive note. (question # 3)

Employer Participation

Ask employers how they expect employees to notify them that they are planning to leave their job.

Vocabulary

employer
advised
policy
personnel

employee
resignation
resigning

Coordinator Notes

Activity # 62 Name_________________________

TITLE: Informing Your Employer

Looking for a new job? If you are, you should not tell anyone at work your plans. You may be put on the spot if you can't find a good new job. You really don't want your employer to find out from another worker that you are thinking of quitting. If this happens, you may be asked to leave before you planned. It is advised that your employer be the first to know at your place of work that you are planning to leave.

Once you are ready to leave your job, the following is recommended:

- See if your company has a policy for resigning from a job.
- If it does have a policy, follow it.
- If your company does not have a policy, you need to find out who to notify. The person you choose should have at least the power to hire and fire employees.
- Give your employer enough notice. This is usually two weeks. This will give the company time to hire and train a replacement for you.
- Inform your employer both verbally and in writing that you are leaving. The notice should include at least the following:
    - The fact that you are leaving
    - The date you plan to leave
    - The reason for leaving
    - An offer to help train your replaceent
    - A thank you for the chance to work

The letter of resignation should be short and to the point. An example of such a letter is found on the top of page 2 of this activity.

Name____________________________

A sample letter of resignation

May 1, 1985

Mr. Penny:

This letter is to notify you that I will be leaving D&E Paints on May 15, 1985. I have taken a full-time position with Lord's Hardware. I have enjoyed working with you and the other employees. If I can help in training my replacement, please let me know.

Ron Williams

You want to leave your job on a positive note. Good recommendations from former employers are important. They can help you get better jobs in the future. The following is important when you leave a job:

- Get a letter of recommendation. (See Activity # 61)
- Work hard during your final days on the job.
- Don't "tell off" your boss on the last day.
- Never "blow your top" at the end.
- Be sure you know how to get any back pay due to you.

Directions: Answer the following about telling your employer that you are leaving the job:

1. Who at your company would you notify that you are planning to leave?

______________________________ ______________________________
Name Title

Name________________________

2. Why would you notify this person?________________________

3. Why should you notify your employer that you are planning to leave your job?________________________

4. Describe how you would tell your employer that you are leaving.

5. On a separate piece of paper, write your letter of resignation. If you are not planning to leave your job in the near future, practice writing a letter of resignation. Assume you just got a new job with the Rag Trousers Company starting in two weeks. You may use the sample letter on page 2 of this activity as a guide.

Activity # 63 TITLE: You're Fired!

OBJECTIVES		
How to Get a Job		☒
How to Keep a Job		
How to Leave a Job		☒
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	☒
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed primarily for students who have either been warned that they may lose their job or who have been fired. (#23)

Methods

Group activity recommended but activity can be done individually with a follow-up discussion.

Resources

- Classroom instruction

Time

Student can complete activity within one classroom period.

Main Idea

The importance of minimizing the fact that a person was "fired" on an application for employment. (questions # 4 and 5)

Employer Participation

Ask employers how they feel about hiring a person that has just recently been fired. Have they ever done it? If yes, why?

Vocabulary

employer	unemployment
employee	compensation
supervisor	application
terminated	resigned

Coordinator Notes

Activity # 63 Name________________________

TITLE: You're Fired!

"You're fired!" Words none of us ever want to hear. But if being fired happened to you today, you would be very upset and angry. This is natural. At times like these you are not seeing or thinking clearly. You want to blame your employer, supervisor, or other employees, or at least someone, for getting you fired. Many thoughts go through your mind. How am I going to pay my bills? Where and how am I going to find another job? Job hunting is tough. Having just been fired from a job makes it even tougher. But you can help yourself some by following these ideas.

- Cool off first. With some thought you might even discover that you were at fault, at least to some degree.

- Go back and see your former employer. This is very difficult and, in some cases, impossible to do. But try. Remember, your former employer could have a lot to say to other employers who might want to hire you. The only thing your former employer probably remembers about you is the fact that you were fired. Have a meeting to talk things over. This might help your former employer remember some positive points about you. Make it clear that you are not asking for your old job back. If you do have a talk with your former employer, you should make the following points:

  - If you know why you were fired, admit your mistakes. Mention that you have learned from them and are not going to make them again on your next job.

  - If you honestly don't know why you were fired, tell your former employer that you want to know why you were fired. Was it your

Name________________________

job skills? Was it you? You need to be sincere and mention that you want to know so that you will not make the same mistakes again.

- If you feel the meeting is going well, ask your former employer if you could put something besides "fired" on your application for employment forms. Have words like terminated, dismissed, or resigned ready to share instead.

Thank your former employer for the time and the meeting.

- Check to see if arrangements have been made for any pay that might be due to you.
- Check with the Employment Development Department office to see if you qualify for unemployment compensation.
- Start looking for a new job using the ideas discussed in other activities.

Directions: Answer the following questions about being fired and getting another job. Be prepared to share your answers with others in class.

1. Why is it harder to find a job if you have just been fired?

____

____

2. If you have just been fired, why should you go back and meet with your former employer to discuss the situation?

____

____

3. On an application for employment form, why is the space which asks the question, "Reason for Leaving Your Last Job," so important?

____

____

Activity # 63 continued page 3 Name_____________________________

4. Below are a number of words and phrases that can be used on an employment application form in the space Reason for Leaving. Check those words and phrases that you would never use.

_____ terminated

_____ got fired

_____ quit

_____ misunderstanding occurred

_____ did not enjoy the work

_____ did not like the boss

_____ wanted better job

_____ discharged

_____ resigned

_____ dismissed

_____ wanted more pay

_____ returned to school

5. Why would you never use the words you checked above on an employment application?____

____

____

6. Listed below are a number of reasons why people get fired. Look at the space to the right of these reasons. Write the words you could use on an employment application to explain the situation and still be positive and honest.

- Was careless _____________________________
- Didn't follow company rules _____________________________
- Was lazy _____________________________
- Was a troublemaker _____________________________
- Made personal phone calls _____________________________
- Had no ambition _____________________________

7. In a job interview how would you explain being fired if you knew it wasn't your fault?____

____

____

Name______________________

8. Assume you have just been fired from your job for being careless and have been granted a job interview. How would you answer the question, "Have you ever been fired from a job?"

____

____

____

Activity # 65 TITLE: Job Changing

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		☒
Self-Knowledge		
Career Preparation		☒
Career Decision-Making		☒
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	☒
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	☒

This activity is designed for students who are planning to leave their jobs during the next six months. (# 24)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluation

Time

Student can complete activity within one classroom period.

Main Idea

Make every job change a step towards your occupational goal.

Employer Participation

Ask employers how they feel about young people changing jobs.

Vocabulary

industry(ies)
company(ies)
recommendation
occupation(al)

Coordinator Notes

Activity # 65 Name____________________________

TITLE: Job Changing

Is it good or bad to change jobs? It depends on the type of work you are doing and why you want to change. Can it help you? Job changing can do the following for you:

- help give your career a boost
- show that you want to get ahead
- give you new challenges
- prove to be a quick road to advancement
- get you more pay
- improve your working conditions
- provide new people to work with and learn from
- give you a fresh start

No matter what, it is best that you plan your career move with care. There are three rules you should follow:

RULE ONE - Know Your Industry

Some industries are known for worker turnover. There is a lot of job changing to get ahead. But many large companies tend to promote from within the company. So there is very little job changing. However, you are now part of a youth industry where job changing is expected.

RULE TWO - Know Your Goals

Here are some questions to ask yourself: Where will a new job take you? Will you have more responsibility? Will changing jobs allow more time for school? Less time for school?

RULE THREE - Know Your New Company

Here are some more questions to ask yourself: Will the new

Name___________________________

company have the type of work you want? Will you get the hours you want? How about the schedule? Talk to people who work for this company before taking a new job. Look around. See if you fit in.

Directions: Answer the questions about your past jobs, your present job, and your future career plans.

Past Jobs

1. How many different businesses have you worked for in the past two years?__________

2. Why did you leave these jobs?

____

____

3. Did you give your boss proper notice before you left your jobs?

____

____

4. Did you get a letter of recommendation from your past employer(s)?

____

5. Did you have another job lined up before telling your employer that you were leaving?_______________________________________

6. Why do you think it is important to have good reason(s) for leaving a job?

____

____

____

7. If you had to do it over again, would you have done anything different before leaving your other jobs?_____________________________

____

Activity # 65 continued page 3 Name____________________________

Present Job

8. Are you planning to leave your present job during the next few months?__________ Explain____

____

9. In what ways can your present job help you get a better job in the near future?____

____

10. What three facts should you consider before leaving your job?

____

____

____

Future Plans

11. What are your long-range occupational goals?____________________

____

12. Does this industry like job changing?_________________________

13. How much job changing do you feel will be necessary to reach your occupational goal?____

____

14. What other training and education will be needed to reach your occupational goals?____

____

____

Activity # 66 TITLE: Persons I Would Fire

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		☒
Self-Knowledge		
Career Preparation		☒
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	☒
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	☒
Initiative	R	
Competitive	S	☒
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	☒
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

Activity designed primarily for students who have been warned that they may lose their job or who have been fired. (# 23)

Methods

Group activity recommended but activity can be done individually with a follow-up discussion.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations

Main Idea

Importance of the customers

Time

Students can complete this activity within one classroom period.

Employer Participation

Ask employers how they handle employees who do not treat customers properly.

Vocabulary

customers
situation
business

Coordinator Notes

Activity # 66 Name________________________

TITLE: Persons I Would Fire

"I can tell you, that's the kind of person I would fire if I could!" These types of words are said by many customers every day. They have been upset by some worker who was not doing his or her job right. Perhaps you have had that feeling too.

Customers can only complain about workers. They cannot fire them. Only the boss can fire a worker. If you were the boss, would you fire a worker if she or he did something wrong? What other action could you take?

Dierection: Answer these questions. Be prepared to share your answers with others in the class.

1. Read the job situation described in column A. Decide if you would fire the worker. If you would fire the worker, place a (✓) in column B. If you decide not to fire the worker, tell in column C what action, if any, you would take.

A Job Situation	B Fired	C Other Action
a. A clerk was standing close to a customer. She or he blew a big pink bubble gum bubble in the direction of the customer.		
b. A clerk makes eye contact with a customer who is waiting to be served. The clerk, instead of helping the customer, continues to talk to another worker.		

Name______________________

A Job Situation	B Fired	C Other Action
c. A worker makes a joking comment about the name of the person that he or she is serving.		
d. A new clerk is trying to help a customer. The clerk asks another worker for help. The worker answers, "I'm too busy to help you. You will just have to figure it out for yourself."		

2. Describe a time when a worker was fired at your place of work.

____

____

____

3. Why can't a business allow workers to act like those described in question # 1 above?

____

____

____

Activity # 67 TITLE: Opportunity Cost: What Am I giving Up?

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		☒
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		☒
Economic Awareness		☒
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	☒
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	☒

This activity is designed to help students learn to make decisions. (#4)

Methods

Individual activity with opportunity to share answers with others in the class

Resources

- Classroom instruction
- On-the-job observation
- On-the-job experiences
- Community contacts/resources

Time

Student can complete activity within one classroom period.

Main Idea

Opportunity costs--you sometimes need to give something up to get something else.

Employer Participation

Ask employers what opportunity-cost decisions they have made recently.

Vocabulary

business(es)
customer(s)

Coordinator Notes

Activity # 67 Name____________________________

TITLE: Opportunity Cost: What Am I Giving Up?

The cost of doing or buying something is not only the money you pay. If you have to make a choice between two things, there is an "opportunity cost." This means giving up the thing that you did not choose. That "opportunity cost" is what you give up because you can't buy or can't do everything. Understanding this idea can help you to make decisions about work.

Joe had a part-time job at the Quick Service Copy Center. He likes his job very much. He enjoys meeting people and helping them decide what print style and paper to order. He also enjoys operating the machines. He has even learned to repair one of the machines. Once, a machine broke down and Joe's boss, Mr. Wong, didn't need to call in an outside repair service because Joe could fix it.

Besides working at his job, Joe is taking computer classes at a college. He is a part-time student working toward an A.A. degree. He thinks that he will finish his classes in about three years, and then he might want to get a job as a computer operator. He thinks that this would be a good, high-paying, and secure career.

Joe's hobby is playing softball with a local softball team. He was the star pitcher on his high school baseball team, and he is also the star pitcher on his softball team. Many of his old friends from high school play in his softball league, and he enjoys seeing them.

One day Mr. Wong asked Joe to stay after work for a few minutes to talk with him. Mr. Wong told Joe that he was very pleased with his work and that he saw a real future for Joe at the Copy Center. He was planning to expand the store and stay open in the evenings and on

Name____________________________

weekends. The Copy Center would need a new full-time manager, and Mr. Wong offered Joe the job.

Joe asked Mr. Wong many questions about the job offer. He found out that he would make a lot more money than before. His hours would be afternoons and evenings one week, and mornings and weekends the next week.

Joe was pleased that Mr. Wong had offered him the job, and he could certainly use more money. He was living at home with his parents, and had been wanting to move out on his own. The raise Mr. Wong offered him would give him enough money to rent an apartment.

However, if Joe took the job as manager, he would no longer be able to take the computer classes at the college. Also, he would not be able to play on the softball team anymore because the games were played in the evenings and on weekends.

Joe told Mr. Wong that he would tell him the next day whether or not he wanted the job as full-time manager of the Copy Center.

Directions: After reading this activity, answer the following questions:

1. If Joe accepts the job as manager, there are opportunity costs involved. What are the opportunity costs to Joe of becoming a full-time manager? (That is, what would he be giving up if he accepted this job?)____

____

2. What would be the benefits to Joe if he accepted the job as manager?____

____

Name________________________

3. When you have an important choice to make, it helps to think about the costs and benefits. If Joe thinks the costs of being manager are greater than the benefits, will he take the job?____________________

If he thinks the benefits of being manager are greater than the costs, will he take the job?__________________.

4. If you were Joe, would you accept the job as full-time manager of the Copy Center? Why or why not?______________________________

____

____

5. Think about your job and what would be the next best use of time that you spend on your job. What are you giving up by working? Or what are the opportunity costs of this job for you?__________________

____

____

____

Additional questions about opportunity costs

Businesses must often make choices. Bosses can make decisions using the idea of opportunity cost. Read the following examples and answer the questions about opportunity cost:

6. Mr. Wong would like to buy a new copy machine and to remodel the Copy Center so that it looks nicer to his customers. However, he only has enough money to do one of these things. If he decides to remodel, what is the opportunity cost?

____

____

Name__________________________

7. Lisa Bye would like to open a fast food store in a new shopping center in town. She is thinking about either a donut shop or an ice cream store. She can't do both. What would be the opportunity cost to Lisa of opening the donut shop?__________________________

____

____

8. What choices has your business made lately? What have they given up by not choosing something else?__________________________

____

____

Activity # 68 TITLE: Why Would a Good Worker Get Laid Off?

OBJECTIVES		
How to Get a Job		☐
How to Keep a Job		☐
How to Leave a Job		☒
Self-Knowledge		☐
Career Preparation		☐
Career Decision-Making		☐
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☐
Laws	C	☐
Related Education and Training	D	☒
Related Experiences	E	☐
Industry	F	☐
Profit vs. Loss	G	☒
Health and Safety	H	☐
Pay/Wages	I	☒
Employee Benefits/Rights	J	☐
Consumer Considerations	K	☐
Attitudes		
Motivation/Ambition	L	☐
Being Responsible	M	☐
Reliable/Dependable	N	☐
Getting Along with Others	O	☐
Employee-Customer Relations	P	☐
Loyalty/Honesty	Q	☐
Initiative	R	☒
Competitive	S	☒
Self-Awareness		
Job Satisfaction	T	☐
Life Style	U	☐
Confidence	V	☐
Aptitudes	W	☐
Abilities	X	☐
Interests	Y	☐
Values	Z	☐
Skills		
Oral Communications	AA	☐
Written Communications	BB	☐
Following Directions	CC	☐
Productivity	DD	☒
Job Related Skills	EE	☐
Rules and Regulations	FF	☐
Taxes	GG	☐
Finances	HH	☐
Decision-Making Skills	II	☐
Planning	JJ	☐

This activity is designed for all students who may lose their job. (#44)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations
- Community contact/resources

Time

Student will complete activity within one class period.

Main Idea

Profits - Reason for being in business - not just to give people jobs.

Employer Participation

Ask employers how they decide when they should lay off people.

Vocabulary

business
profit(s)(able)
customer(s)
productivity

Coordinator Notes

Activity # 68 Name_________________________

TITLE: Why Would a Good Worker Get Laid Off?

Sometimes a business may need to lay off a worker even though that worker is not doing anything wrong. A business will only hire workers when this helps it make profits. Profits are the total money taken in from sales minus all the costs of running a business. If a worker does not add to the profits, the worker may be laid off even though she or he is a good worker.

Right after high school graduation, Anita went to work in a small clothing store in her hometown. The store, "Classy Clothes," had been open for a few months. Two other people worked there: the owner Ms. Brown, and her sister Ruth.

Anita loved clothes and she had always wanted to work in a nice store. Ms. Brown told Anita when she was hired that she expected business to pick up. She would then need Anita to help with all the new customers they expected to have. Ms. Brown said that they weren't too busy yet. However, she thought that was because they hadn't been open long enough for people to know them.

Because she liked her job, Anita was careful to do everything right. She was always on time and neatly dressed. She was cheerful and polite to Ms. Brown and Ruth, as well as to the customers. She was never late returning from her lunch break. Anita quickly learned how to use the cash register and how to tag the clothes. Ms. Brown told Anita that she was pleased with her good work habits.

However, after the first few weeks Anita began to notice that there really wasn't much for her to do. Ruth could take care of the few customers who came into the store without any help. Ms. Brown

Name_________________________

took care of ordering and displaying the clothes. Anita could quickly finish the tasks of stocking and straightening the clothes and keeping the dressing rooms neat. At first, Anita had been busy learning about her new job. Now that she knew what to do, she found that she was no longer busy.

One Friday morning when Anita came to work, Ms. Brown explained to her that she was being fired! She was a very good worker, and Ms. Brown had told her so. She asked Ms. Brown to tell her what she had done wrong.

Ms. Brown explained that Anita had not done anything wrong. "Classy Clothes" just wasn't making enough profit to allow her to keep Anita on the job. There was many costs of running the business. These included rent, taxes, insurance, electricity, ads, costs of the clothes, and wages for the three workers. Ms. Brown said that the money they took in from "Classy Clothes" did not cover all the costs. The store was not making a profit; it was taking a loss. But without Anita's pay they would break even. Since Anita had come to work, sales in the store had not increased. Yet, Anita's wages increased the business's costs. This meant it was not profitable to keep Anita working.

"But what could I have done to keep my job?" asked Anita.

Ms. Brown shook her head sadly. "Nothing, Anita. It isn't your fault."

Activity # 68 continued page 3 Name____________________

Directions: After reading the activity, answer the following questions:

1. In your own words, explain why Anita was laid off.

2. Do you think that Anita could have done anything to avoid being laid off?__________ Explain your answer.

3. How could Ms. Brown help Anita get another job?

4. Think about the place where you are working. Where does the money come from? (What is the business selling, or what does it do to make money?)

5. List some of the costs of the job where you are working. Ask your boss to tell you other costs.

Activity # 69 TITLE: Checking Your Personality

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		☒
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	☒
Reliable/Dependable	N	☒
Getting Along with Others	O	☒
Employee-Customer Relations	P	
Loyalty/Honesty	Q	☒
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	☒
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	
Productivity	DD	☒
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	

This activity is designed for students who have not been promoted on their job. (#26)

Methods

Individual activity

Resources

- Classroom instruction

Time

Student can complete this activity within one classroom period.

Main Idea

Don't be afraid to improve in order to get ahead.

Employer Participation

Ask employers what type of personality an employee should have.

Vocabulary

personality
attitude
quality(ies)
sociable
customers
considerate
initiative

ambitious
tactful
enthusiastic
confidence
adaptable
efficient
patience

Coordinator Notes

Activity # 69 Name______________________

TITLE: Checking Your Personality

Your personality is very important. It can help determine if you keep your job and/or advance to a better one. Your manners, speech, looks, and attitude are all part of your personality. You have now been in the world of work. You should be able to recognize your personality. This includes your good points and bad points.

Directions: Answer the following questions:

1. Rate yourself on each of the personality qualities below. Place a check in the correct column to show if you are satisfied with yourself in that area or if you feel you need to improve.

	satisfied	needs improvement
a. Sociable/Cheerful - Smile a great deal; get along with people; have a sense of humor.		
b. Polite - Considerate of other people; give extra service; say please -- thank you.		
c. Speech is good - Can share ideas well; speak clearly; use good English, no slang.		
d. Cooperative - Help other workers and customers; willing to be responsible; work for organization.		
e. Initiative - Make good use of time; think up new ideas; make suggestions for improvement.		
f. Ambitious - Want business to succeed; want to see others succeed; a doer, not a dreamer; willing to help; a leader.		
g. Tactful - Say right thing at the right time; do not argue; make the other person feel she or he doing right thing.		

Activity # 69 continued page 2 Name________________________

	satisfied	needs improvement
h. Enthusiastic - Not afraid of hard work; like people; do job as if own business; don't listen to gossip.		
i. Considerate - Make effort to see others' point of view; on alert to help others.		
j. Orderly - Keep things in their proper place; organize work; keep place clean.		
k. Honest - Held in highest confidence; responsible for own errors; don't waste time.		
l. Dependable - Always on the job; observe company rules; do what you are told.		
m. Self-Confident - Believe you will succeed; never give excuses; don't know it all.		
n. Loyal - Believe in company; observe company rules.		
o. Intelligent - Know what you are doing; make effort to learn.		
p. Adaptable - Welcome changes; judge new ideas fairly; make changes easily.		
q. Memory - Remember names and faces; able to retain facts.		
r. Economical - Save time and effort by being efficient; save money; careful with equipment and supplies.		
s. Judgment - Base decisions on facts.		
t. Patience - Do not lose patience easily; try again and again; do not get discouraged.		

Name____________________________

2. Review those personality qualities you marked that need improvement. Select two areas that you will try to improve upon during the next few weeks.

____

____

____

____

Activity # 70 TITLE: Another Person Got the Job

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		☒
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	☒
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	☒
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who have not been promoted on their job. (#26)

Methods

Individual activity with group sharing of answers.

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluation

Time

Student can complete activity within one class period.

Main Idea

Know what it takes to get promoted.

Employer Participation

Ask employers what they look for in individuals before promoting them.

Vocabulary

promote(d)(ing)(ion)
personal

Coordinator Notes

Activity # 70 Name____________________________

TITLE: Another Person Got the Job

There will be a time in your life when you expect to get promoted to a new job, but, you will not get promoted. Somebody else will get the job instead of you. It could be a friend or relative of the boss. Or it could be someone you work with each day that gets promoted. You might feel the person who was promoted does not deserve it. No matter how you might feel, the boss decided to promote someone other than you.

Your boss might have a good reason for not promoting you. Do you do your job when you are upset? Do you let personal problems bother you at work? Do you get upset when your boss 'tells you off' for making a mistake? No matter what, your boss expects you to do your job each day in order to deserve a promotion.

Directions: To help you understand yourself, answer below.

1. When you are upset about something, how do you usually handle it when you are at work? Check one. When upset, I usually

a. ________ get over it quickly

b. ________ get angry, resist help

c. ________ keep away from people

d. ________ complain to everyone

e. ________ accept help and advice

2. Describe one personal problem that might bother teenagers on the job.____

____

____

Activity #70 continued page 2 Name____________________________

3. When the boss 'tells me off' for making a mistake, I usually (check one)

a. __________ do not get upset

b. __________ defend myself well

c. __________ accept help to correct the mistake

d. __________ get depressed and upset

e. __________ feel hurt

4. How did you feel the last time the boss 'told you off' for making a mistake? What did you do? How did you feel?

____

____

____

5. When faced with a personal problem on the job, I usually (check one)

a. __________ take care of it

b. __________ try to avoid facing it

c. __________ try to put it off

6. Do you feel most teenagers let their personal problems bother them at work? yes______ no______. Explain________________________________

____

____

7. How would you feel if your boss took all of his or her personal problems out on the workers?____

____

____

Activity # 71 TITLE: Getting That Raise

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	
Related Experiences	E	☒
Industry	F	☒
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	☒
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	☒
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	
Productivity	DD	☒
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

This activity is designed for students who feel they deserve a raise. (# 25)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete activity within one classroom period but may need time outside of class to research answers.

Main Idea

Be prepared with good, legitimate reasons why you deserve a raise. (questions # 2 and 3)

Employer Participation

Ask employers what they look for in an employee before granting a raise.

Vocabulary

automatic
promotion
supervisor
punctuality
negotiating(tion)
employer
employee

Coordinator Notes

Activity # 71 Name______________________

TITLE: Getting That Raise

This activity will increase your chances of getting a raise. First, we need to look at different ways of getting a raise.

- The automatic raise requires that people get to work on time. They must do their job and show that they are planning to stay with the company for a period of time. You can get a raise that is automatic if your company gives raises on a time-service basis. Every so many months people get raises if they just do their job.

- The performance test type of raise may require that you increase the amount of work you do. You may also have to learn new skills by getting more training. Becoming more familiar with the operation of a company may also be needed. When people feel that they know the work or have the skill needed for a promotion or raise, they take a test. If they pass the test, they get a raise. Or they are put in line for a promotion and must wait for an opening.

- The progress report raise is based on your supervisor's checking of your work. The supervisor submits a progress report on your work. If the report is satisfactory, a raise is granted. This checking will usually include the following: punctuality, attitude, work habits, and increased productivity. Also expect personal comments on such topics as appearance, positive attitude, and ability to get along with other workers and/or customers.

- Negotiating a raise usually requires that the workers set up a time and place to ask for a raise. Many companies do not give raises through any set policy. It is up to the worker to negotiate a raise. They do this with a person who is able to make the decision to give the raise. This type of raise requires that the worker prepare for the negotiating as well as performing on the job.

Preparing for a raise begins the day you start to work. If you are going to get a raise, you will need to know what is expected of you on the job. Then do it to the best of your ability. Look around for things to do when you have a spare moment. Be on time for work, not only at the beginning of the day but also after breaks and lunch. Be a positive, optimistic worker.

Getting a raise requires that you be able to justify your boss paying you more than you are currently getting. You must be able to tell the boss how you are making more money for him or her now that you have been working for the company for some period of time.

You will also need to decide when and where to approach your employer for a raise. You need to know whom you should approach. Usually, the person to approach is your supervisor. This may not always be the case. Don't just walk up to a person and ask for the raise. Walk up to him or her and say that you would like to discuss a raise. You may be told, "Now is fine; come into my office." Be prepared before you ask. Your supervisor or other person might try to put you off by saying, "some other time." Ask when. Make sure you write down the time of your appointment. It wouldn't be a good idea to miss an appointment you made to discuss a raise.

When you sit down with the person to negotiate, ask what it takes to get a raise. If you have everything you need to get a raise, tell your supervisor. If you don't, thank your supervisor, and explain that you will improve in the areas that need improvement. The negotiation talks should be on a positive note. Discuss only facts

Name________________________

that relate to the job. Don't use reasons like, "I just bought a new Honda and I need the raise to make payments."

Directions: Answer the following to help you organize and plan your raise negotiations:

1. What were your job duties when you started your job?

a. ____

b. ____

c. ____

d. ____

e. ____

2. List the job duties that you do better now than when you started.

a. ____

b. ____

c. ____

3. List any job duties you now have that you didn't have when you started.

a. ____

b. ____

c. ____

4. The information above will indicate to you that (check one):

_____ you have become a more productive worker and deserve a raise

_____ you need to improve in a couple of areas before going for a raise

Before doing your action plan, review the following ideas. These deal with the right time, place, and person to ask for a raise.

Name___________________________

- The right time: Pick a time when the company is doing well and your boss has had a good week. A person in a good mood is more likely to give you a raise than someone who is down. Don't ask for a raise or even an appointment during a time when you should be working. Set the appointment during your break or after work.

- The right place: Don't ask for an appointment for a raise in a place that is noisy. This will require you to repeat yourself or yell to your supervisor. Look for a place that will allow you to have a little discussion if needed. It usually is not a good idea to ask for a raise in a place that is "loaded" with other workers.

- The right person: Make sure the person you ask for a raise can give you one. The plant manager could probably give you a raise, but that is not the company policy in most cases. The right person is the one that usually gives raises. If you are not sure who that is, ask your personnel director or supervisor.

Directions: Answer the following questions to develop your plan of action:

5. What type of raise does your company give? ______________________
____

6. When is a good time to ask your supervisor for a raise? __________
____

7. Who is the right person to ask for a raise? ______________________
(person's name)

Name________________________

8. List the steps you are going to take to get your raise?

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

g. ____

h. ____

i. ____

Activity # 72 TITLE: Getting That Promotion

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		☒
Self-Knowledge		
Career Preparation		☒
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	☒
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	☒
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	☒

This activity is designed primarily for students who have been performing the same job duties for over a year. (#26)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations
- Community contacts/resources

Time

Student can complete activity within one classroom period but may need time outside of class to research answers.

Main Idea

To develop a plan of action. (questions # 9, 10, 11 and 12)

Employer Participation

Ask employers how they decide to give an employee a promotion.

Vocabulary

promotion
supervisory

Coordinator Notes

Activity # 72 Name______________________________

TITLE: Getting That Promotion

Getting a promotion is not a result of being on a job longer than the next person. It is the result of doing your own job better than is expected by your employer. That is, not only doing what is expected of you but going one step beyond. If you are planning to get a promotion, you should first make sure you can handle your current job. Then begin to take on more responsibilities. An employer will promote a person who probably can handle the tasks that go with the new job.

Debby and Phil both worked at the Sunset Flower Shop out on "J" Street. There are several jobs at the shop. Several students work there part time during the week and on Saturdays. Phil and Debby have both worked there for about two years. Last week one of the college students said that she would be graduating from college in about a month. She also said that her supervisory position would be open. The next day Mr. Kelly, the owner of the Sunset Flower Shop called, Phil, Debby, and another student. He said that job would be filled by one of them.

On Thursday, Maria, the college student who would soon graduate, was called for an interview, and so she wasn't able to make it to work. Those on the evening shift would be working on their own. Phil decided this was his chance to make a few points with Mr. Kelly. By making sure everyone did his or her job, Phil felt he could keep the shop running smoothly. This would show Mr. Kelly that he was the right person for the job. Well, Phil really played the part of the boss. He bossed all of the other workers around. By closing time he had done two things. Number one, all of the other workers hated him. Number two, he was so busy playing boss that he forgot to do some of his usual jobs. In fact, the only part of his usual job that he did well that evening was his break.

Debby, on the other hand, was her good old self. She did her work. In her spare time she looked around to see if there was anything that needed to be done. She saw that Phil had missed some of his usual jobs and, since she was a friend, decided to cover for him. She also remembered that the rose hot house heaters needed to be turned on before the sun went down, a job usually done by Maria.

The next morning, as Mr. Kelly pulled into the shop parking lot, he felt a little sick. He realized that Maria wasn't working the night before so the hot house heaters were not turned on. With the temperature going below the 35 degree mark, it meant that his roses were all dead. His loss could amount to over $5,000. To his relief, he felt warm air hit him when he opened the door to the hot house. At that point he was relieved but a little sad that he was not going to have Maria as his evening supervisor. He was sure that Maria had returned after her interview to turn on the heaters.

Later that afternoon as Maria was coming to work, she realized that she had forgotten all about the heaters. She had just hoped that Mr. Kelly remembered to turn them on. When she entered Mr. Kelly's office, she was greeted by, "Thanks for coming in last night after work and turning on the heaters." Maria explained that she had forgotten. The two of them tried to figure who it could have been.

Activity # 72 continued page 3 Name____________________

When the evening workers got to work Maria asked each of them who had turned on the heaters. One of the workers told Maria she didn't know, but it couldn't have been Phil. She said all he did was yell out orders to all the other workers. When Dave was asked, he said he had seen Debby in the hot house but didn't know what she was doing.

After Maria explained to Mr. Kelly what had happened the night before, Mr. Kelly decided to give Maria's job to Debby.

Directions: After reading the entire activity, answer the following questions:

1. Why do you think Mr. Kelly gave Debby the promotion? Saving the roses wasn't the only reason.____________________

2. List the attitudes, habits, and skills that Debby developed as part of her job.

attitudes - ____________________

habits - ____________________

skills - ____________________

3. Write a short description of your job. Include your duties as well as the attitudes, habits, and skills.____________________

4. Write a short description of the job to which you hope to be promoted.____________________

Activity # 72 continued page 4 Name____________________

5. What attitudes, habits, and skills will you need to be considered for promotion?

attitudes - ____________________

habits - ____________________

skills - ____________________

6. What have your reviews, progress reports, and/or other company evaluation reports shown are your areas of weakness?

____

____

____

____

7. How can you improve in these areas so you might be considered for a promotion?____________________

____

____

____

Action Plan:

8. What are you going to do to improve your chances for a promotion?

____

____

____

9. How are you going to do it?

____

____

____

Activity # 72 continued page 5 Name__________________________

10. When are you going to do it?______________________________________

11. How will you know you have done it?

Activity # 73 TITLE: The Work Attitudes Expected on Your Job

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		☒
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	☒
Getting Along with Others	O	☒
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	☒
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

This activity is designed primarily for students who have indicated they are not sure what is expected of them on the job. (# 27)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations

Time

Student can complete activity within one classroom period but may need time outside of class to research answers.

Main Idea

Develop a plan of action (questions # 3, 4, 5, 6, and 7).

Employer Participation

Ask employers how they handle an employee with a poor attitude.

Vocabulary

employer	initiative
recommendation	employee
punctuality	
observation	

Coordinator Notes

Activity # 73 Name ____________________

TITLE: The Work Attitudes Expected on Your Job

A proper attitude is needed if you expect to keep a job. This will help you get a promotion, or a good letter of recommendation for your next job. This attitude is expected of you by your employer. This activity will allow you to get a better picture of your attitude. You will be able to identify the way you think and feel and put together a plan for improvement.

Directions: Answer the following regarding your work attitudes:

1. Indicate how much you feel you have developed the proper work attitudes. Use the chart below. Circle the correct number between 1 (vast improvement needed) and 5 (no improvement needed) for each work attitude.

Work Attitudes	Improvement needed		No improvement needed		
a. Appearance	1	2	3	4	5
b. Attendance/Punctuality	1	2	3	4	5
c. Cooperation with Employees	1	2	3	4	5
d. Cooperation with Customers	1	2	3	4	5
e. Dependability/Reliability	1	2	3	4	5
f. Observation of Rules Written and Unwritten	1	2	3	4	5
g. Initiative	1	2	3	4	5
h. Setting Goals	1	2	3	4	5

2. Circle the work attitudes above that you would like to improve. These attitudes would serve as a positive step towards earning a raise, a promotion, or a good letter of recommendation for your next job.

Activity # 73 continued page 2 Name________________________

Your Action Plan

3. What attitudes need to be improved?

4. How will you improve your attitudes?

5. When will you start? ________________________

6. How will you know when you've improved?

7. What changes can you expect as a result of your improvement?

Activity # 74 TITLE: The Work Habits Expected on Your Job

OBJECTIVES		
How to Get a Job		☐
How to Keep a Job		☒
How to Leave a Job		☒
Self-Knowledge		☒
Career Preparation		☐
Career Decision-Making		☐
Economic Awareness		☐
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☐
Occupational Opportunities	B	☐
Laws	C	☐
Related Education and Training	D	☐
Related Experiences	E	☐
Industry	F	☐
Profit vs. Loss	G	☒
Health and Safety	H	☐
Pay/Wages	I	☐
Employee Benefits/Rights	J	☐
Consumer Considerations	K	☐
Attitudes		
Motivation/Ambition	L	☐
Being Responsible	M	☐
Reliable/Dependable	N	☐
Getting Along with Others	O	☐
Employee-Customer Relations	P	☒
Loyalty/Honesty	Q	☐
Initiative	R	☐
Competitive	S	☐
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	☐
Confidence	V	☒
Aptitudes	W	☐
Abilities	X	☐
Interests	Y	☐
Values	Z	☐
Skills		
Oral Communications	AA	☒
Written Communications	BB	☐
Following Directions	CC	☒
Productivity	DD	☒
Job Related Skills	EE	☐
Rules and Regulations	FF	☐
Taxes	GG	☐
Finances	HH	☐
Decision-Making Skills	II	☐
Planning	JJ	☐

This activity is designed primarily for students who have indicated that they are not sure what is expected of them on the job. (# 27)

Methods

Individual activity

Resources

- Classroom instruction
- On-the job observation
- On-the-job experiences
- On-the-job evaluations

Time

Student can complete activity within one classroom period but may need time outside of class to research answers.

Main Idea

Develop a plan of action (questions # 3, 4, 5, 6, and 7).

Employer Participation

Ask employers how they handle an employee with poor work habits.

Vocabulary

employer
customer
productivity
cost-conscious
poised
self-confident

Coordinator Notes

Activity # 74 Name____________________

TITLE: The Work Habits Expected on Your Job

Work habits are things you are expected to do without always being reminded by your employer. These work habits are usually not listed on a page. You usually discover these habits as you learn your job. Work habits are some of the things that make your job different from others.

Directions: Answer the following regarding your work habits:

1. Indicate how much you feel you have formed the proper work habits. Use the chart below. Circle the right number between 1 (improvement needed) and 5 (no improvement needed) for each work habit.

Work Habits	Improvement Needed				No Improvement Needed
a. Following Instructions	1	2	3	4	5
b. Customer Relations	1	2	3	4	5
c. Pride in Work Area	1	2	3	4	5
d. Communication/Expression	1	2	3	4	5
e. Productivity/Completes Work	1	2	3	4	5
f. Cost Conscious and Effective	1	2	3	4	5
g. Poised and Self-Confident	1	2	3	4	5

2. Circle the work habits above you feel would help you towards earning a raise, a promotion, or getting a good letter of recommendation.

Activity # 74 continued page 2 Name____________________

Your Action Plan

3. What work habits need improvement?

____

____

____

4. How will you improve them?

____

____

____

5. When will you start?

____

6. How will you know when you've improved?

____

____

____

7. What changes can you expect as a result of your improvement?

____

____

____

Activity # 75 TITLE: The Work Skills Expected on Your Job

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		☒
Self-Knowledge		☒
Career Preparation		
Career Decision-Making		
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	☒
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	
Following Directions	CC	☒
Productivity	DD	☒
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed primarily for students who have indicated that they are not sure what is expected of them on the job. (# 27)

Methods

Individual activity

Resources

- Classroom instruction
- On-the-job observations
- On-the-job experiences
- On-the-job evaluations

Time

Student can complete activity within one classroom period but may need time outside of class to research answers.

Main Idea

To develop a plan of action (questions # 3, 4, 5, 6, and 7).

Employer Participation

Ask employers how they handle an employee with poor work skills.

Vocabulary

employer	organization
evaluates	communications

Coordinator Notes

Activity # 75 Name________________________

TITLE: The Work Skills Expected on Your Job

Work skills include the knowledge and abilities you either have or need to allow you to be successful on your present job, get promoted, or move to another job.

Find your skill areas below that need improvement and/or new skills that need to be learned. You can request more on-the-job training or enroll in skill training programs outside the work environment.

Many work skills, attitudes, and habits are reviewed when your employer evaluates your job performance. Discuss your evaluation with your employer. Find out what you need to do to gain the skills necessary to be a better employee.

Directions: Answer the following regarding your work skills:

1. How much do you feel you have mastered your work skills. Use the chart below. Circle the correct number between 1 (improvement needed) and 5 (no improvement needed) for each work skill.

Work Skills	Improvement Needed			No Improvement Needed	
a. Work Output	1	2	3	4	5
b. Job Knowledge	1	2	3	4	5
c. Judgments	1	2	3	4	5
d. Job Planning/Organization	1	2	3	4	5
e. Understanding Instructions	1	2	3	4	5
f. Preparing for Advancement	1	2	3	4	5
g. Basic Reading	1	2	3	4	5
h. Basic Writing	1	2	3	4	5
i. Arithmetic	1	2	3	4	5
j. Verbal Communications	1	2	3	4	5
k. Physical Condition	1	2	3	4	5

Activity # 75 continued page 2 Name________________________

2. Circle the work skills listed on the chart on page 1 of this activity that you feel would also help you get a promotion or get a good letter of recommendation for your next job.

Your Action Plan

3. What are you going to do to improve your work skills? __________

4. How are you going to improve these work skills? __________

5. When are you going to improve your work skills? __________

6. How will you know you have improved these work skills? __________

7. List the work skills that you will want to discuss with your employer during your job performance evaluation. __________

Activity #76 TITLE: Selecting Occupations Based on Work Activities and Interest

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		☒
Career Decision-Making		☒
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	☒
Interests	Y	☒
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who do not have definite long-range occupational goals. (#8)

Methods

Individual activity

Resources

- Classroom instruction
- Career Center
- U.S. Department of Labor - Guide for Occupational Exploration

Time

Student can complete activity within one classroom period. (Should complete # 77, 78, and 79)

Main Idea

Need to explore occupations to discover information about them before making career decisions.

Employer Participation

Ask employers how they chose their occupation.

Vocabulary

occupation(s)
business
technical
evaluate
mechanical
industrial
enforcement

accommodate(ing)
vehicle
humanitarian
physical
technology
supervision

Coordinator Notes

Activity # 76 Name______________________________

TITLE: Selecting Occupations Based on Work Activities and Interest

There are thousands of occupations with a wide choice of activities. It would be impossible to look at all of these choices. You should, then, try to select occupations that you might like to learn more about. This activity will help you select those work areas that interest you.

Directions: Answer these questions:

1. Ten work activities are shown below. Place an (X) by those in which you would like to spend most of your work day.

_____1. Activities dealing with things and objects: using machines, tools, instruments, and/or cars

_____2. Activities involving business contact with people: selling, buying, talking, listening, and bargaining

_____3. Activities which are the same, practical, and well organized: doing the same activity often in a short period of time

_____4. Activities involving working for people to help them: teaching, training, and helping others

_____5. Activities resulting in you getting honors or the admiration of others: acting, music, or designing

_____6. Activities concerning people and sharing ideas: writing, acting, music, or designing

_____7. Activities in which technical skills are used: researching and explaining science information

_____8. Activities involving creative thinking: using mental skills to create ideas and ways to do things

_____9. Activities that are carried on in terms of processes and machines: plan, schedule, evaluate data and things

_____10. Activities resulting in a feeling of having done something: building, repairing, or restoring products

1	2	3	4	5	6	7	8	9	10

Activity Scale

Activity # 76 continued page 2 Name________________________

2. Complete the Activity Scale at the top of this page. Place an (X) above the same number(s) that you marked in question # 1 of this activity.

3. Match the columns of the Activity Scale with those of the Worker Group Activity Chart (next pages).

4. - Carefully slide the scale down the chart.
   - Stop at each line where you have an X on your Activity Scale that matches an X on the Worker Group Activity Chart.

5. - If the Worker Group Title seems interesting to you, circle the number of the Worker Group on the scale at the bottom of this page.
   - Continue to slide the scale down the chart.
   - If the Worker Group title is not of interest to you, continue to slide the scale down the chart.

6. Repeat questions # 4 and # 5 until you have completed the entire chart.

Area	Worker Group Number Chart												
Artistic	.01	.01	.02	.03	.04	.05	.06	.07	.08				
Scientific	.02	.01	.02	.03	.04								
Plants & Animals	.03	.01	.02	.03	.04								
Protective	.04	.01	.02										
Mechanical	.05	.01	.02	.03	.04	.05	.06	.07	.08	.09	.10	.11	.12
Industrial	.06	.01	.02	.03	.04								
Business Detail	.07	.01	.02	.03	.04	.05	.06	.07					
Selling	.08	.01	.02	.03									
Accommodating	.09	.01	.02	.03	.04	.05							
Humanitarian	.10	.01	.02	.03									
Leading-Influencing	.11	.01	.02	.03	.04	.05	.06	.07	.08	.09	.10	.11	.12
Physical Performances	.12	.01	.02										

Activity # 76 continued page 3 Name______________________

WORKER GROUP TITLES	WORKER GROUP ACTIVITY CHART									
.01 Artistic	1	2	3	4	5	6	7	8	9	10
.01 Literary Arts					X	X		X		
.02 Visual Arts						X		X		
.03 Drama					X	X		X		
.04 Music					X	X		X		
.05 Dance					X	X		X		
.06 Craft Arts	X								X	X
.07 Element Arts		X					X			
.08 Modeling			X			X				
.02 Scientific										
.01 Physical Sciences	X					X	X	X		
.02 Life Sciences	X					X	X	X		
.03 Medical Sciences				X	X		X			
.04 Laboratory Technology	X						X		X	
.03 Plants and Animals										
.01 Managerial Work	X	X					X		X	X
.02 General Supervision					X				X	
.03 Training and Services			X	X		X				
.04 Element Work	X		X						X	
.04 Protective										
.01 Safety and Law Enforcement		X			X	X				
.02 Security Services		X	X			X				
.05 Mechanical										
.01 Engineering	X	X				X	X	X	X	
.02 Managerial Work: Mechanical		X			X	X	X		X	
.03 Engineering Technology	X						X		X	
.04 Air and Water Vehicle Operation	X				X				X	
.05 Craft Technology	X								X	X
.06 Systems Operation	X								X	
.07 Quality Control	X		X						X	
.08 Land and Water Vehicle Operation	X		X						X	
.09 Material Control	X	X	X						X	
.10 Crafts	X		X						X	X
.11 Equipment Operation	X		X						X	
.12 Element Work: Mechanical	X		X						X	

Activity # 76 continued page 4 Name____________________________

	1	2	3	4	5	6	7	8	9	10
.06 Industrial										
.01 Production Technology	X								X	X
.02 Production Work	X		X						X	X
.03 Quality Control	X		X						X	X
.04 Element Work: Industrial	X		X						X	X
.07 Business Detail										
.01 Administrative		X			X	X				
.02 Mathematical	X	X	X						X	
.03 Financial	X	X	X							
.04 Oral Communications		X	X			X			X	
.05 Records Processing		X	X			X				
.06 Clerical Machine Operation	X		X						X	
.07 Clerical Handling	X		X							
.08 Selling										
.01 Sales Technology		X			X	X	X			
.02 General Sales				X	X		X	X		
.03 Vending		X	X							
.09 Accommodating										
.01 Hospitality		X			X	X				
.02 Barber and Beauty		X						X	X	
.03 Passenger Services		X	X						X	
.04 Customer Services	X	X	X							
.05 Attendant Services		X	X							
.10 Humanitarian										
.01 Social Services				X	X	X		X		
.02 Nursing, Therapy, and Specialized Teaching Services				X		X	X			
.03 Child and Adult Care		X	X	X						
.11 Leading - Influencing										
.01 Mathematics and Statistics						X	X		X	
.02 Educational and Library Services		X								
.03 Social Research						X	X	X		
.04 Law		X			X	X		X		
.05 Business Administration		X			X	X				
.06 Finance	X	X			X	X	X		X	

Activity # 76 continued page 5   Name______________________________

	1	2	3	4	5	6	7	8	9	10
.07 Services Administration		X		X	X	X				
.08 Communications		X			X	X				
.09 Promotion		X			X	X				
.10 Regulations Enforcement		X				X				
.11 Business Management		X			X					
.12 Contracts and Claims		X			X	X				
.12 Physical Performing										
.01 Sports					X					
.02 Physical Feats					X				X	

Activity # 77 TITLE: Selecting Occupations Based On Work State and Interest

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		☒
Career Decision-Making		☒
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	☒
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	☒
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	

This activity is designed for students who do not have definite long-range occupational goals. (# 8)

Methods

Individual activity

Resources

- Classroom instruction
- Career Center
- U.S. Dept. of Labor- Guide to Occupational Exploration

Time

Student can complete this activity within one classroom period. (Should also complete # 76, 78, & 79)

Main Idea

Think about your on-the-job experiences to help you explore occupations.

Employer Participation

Ask employer what is the toughest situation to adjust to on the job.

Vocabulary

occupations
mechanical
industrial
accommodate(ing)
humanitarian
physical

technical
enforcement
technology
supervision
situation
vehicle

Coordinator Notes

Activity # 77 Name________________________

TITLE: Selecting Occupations Based on Work State and Interest

Many people fail to succeed on their job. Some fail because they lack the skill to do the job. Many more, however, lose their job because they cannot adjust to different needs and demands. When looking at career choices, you should be aware of these types of demands.

Directions: Answer these questions:

1. Circle the worker group numbers which interest you. Do this on the Worker Group Number Chart at the bottom of this page.

   - If you have done Activity # 76, record the worker group numbers from that activity on the chart below.

   - If you have not completed Activity # 76, read the worker group titles on page 2 of this activity. Circle the numbers on the chart below.

Area		Worker Group Number Chart
Artistic	.01	.01 .02 .03 .04 .05 .06 .07 .08
Scientific	.02	.01 .02 .03 .04
Plants & Animals	.03	.01 .02 .03 .04
Protective	.04	.01 .02
Mechanical	.05	.01 .02 .03 .04 .05 .06 .07 .08 .09 .10 .11 .12
Industrial	.06	.01 .02 .03 .04
Business Detail	.07	.01 .02 .03 .04 .05 .06 .07
Selling	.08	.01 .02 .03
Accommodating	.09	.01 .02 .03 .04 .05
Humanitarian	.10	.01 .02 .03
Leading-Influencing	.11	.01 .02 .03 .04 .05 .06 .07 .08 .09 .10 .11 .12
Physical Performances	.12	.01 .02

Activity # 77 continued page 2 Name______________________

		Worker Group Titles & Numbers
.01	Artistic	.01 Literary Arts, .02 Visual Arts, .03 Drama, .04 Music, .05 Dance, .06 Craft Arts, .07 Elemental Arts, .08 Modeling
.02	Scientific	.01 Physical Sciences, .02 Life Sciences, .03 Medical Sciences, .04 Laboratory Technology
.03	Plants & Animals	.01 Managerial Work, .02 General Supervision, .03 Training & Service, .04 Elemental Work
.04	Protective	.01 Safety & Law Enforcement, .02 Security Services
.05	Mechanical	.01 Engineering, .02 Managerial - Mechanical, .03 Engineering Technology, .04 Air & Water Vehicle Operation, .05 Craft Technology, .06 Systems Operation, .07 Quality Control, .08 Land & Water Vehicle Operation, .09 Material Control, .10 Crafts, .11 Equipment Operation, .12 Elemental-Mechanical
.06	Industrial	.01 Production Technology, .02 Production Work, .03 Quality Control, .04 Elemental Work-Industrial
.07	Business Detail	.01 Administrative, .02 Mathematical, .03 Financial, .04 Oral Communications, .05 Records Processing, .06 Clerical Machine Operations, .07 Clerical Handling
.08	Selling	.01 Sales Technology, .02 General Sales, .03 Vending
.09	Accommodating	.01 Hospitality, .02 Barber & Beauty Services, .03 Passenger Services, .04 Customer Services, .05 Attendent Services
.10	Humanitarian	.01 Social Services, .02 Nursing, Therapy, and Specialized Teaching Services, .03 Child and Adult Care
.11	Leading - Influencing	.01 Mathematics & Statistics, .02 Educational & Library Services, .03 Social Research, .04 Law, .05 Business Administration, .06 Finance, .07 Services Administration, .08 Communications, .09 Promotion, .10 Regulations Enforcement, .11 Business Management, .12 Contracts & Claims
.12	Physical Performance	.01 Sports, .02 Physical Feats

1	2	3	4	5	6	7	8	9	10

Activity Scale

Activity # 77 continued page 3 Name______________________________

2. Ten job possibilities are shown below. Place an (X) by the three you would have the most trouble doing on a job.

_____ 1. Perform duties while often changing from one task to another; use different skills and abilities.

_____ 2. Perform the same task over and over again; very little judgment required.

_____ 3. Be responsible for the direction, control, and planning of the entire task; be a leader, make decisions.

_____ 4. Deal well with people beyond the giving and receiving of directions; be pleasant and helpful.

_____ 5. Affect or change people in their beliefs, ideas, or views; provide information or ideas.

_____ 6. Perform under pressure, when fast action is needed.

_____ 7. Make decisions based on your own ideas; personal judgments, no right or wrong action.

_____ 8. Make decisions based on standards that can be checked; set procedures are used rather than judgment.

_____ 9. Figure out feelings, ideas, or facts based on personal views; music, photos, designs, paintings, etc.

_____10. Work within defined limits or standards; close attention to detail.

3. Complete the scale at the top of this page. Place an (X) above the same three numbers that you marked in question # 2 above.

4. Match the columns of this scale with those of the Worker Group Situation Chart (pages 5 and 6 of this activity).

5. Carefully slide the scale down the chart.

Name________________________

6. Stop at each line where you have 2 Xs on your situation scale that match 2 Xs on the Worker Group Situation Chart.

7. Use your Worker Group Number Chart (page 1 of this activity), and place an X through the worker group number where 2 Xs were matched.

8. Continue to slide the scale down the chart. Repeat the same process described above, until you have completed the entire chart.

You should explore those occupations that you have circled and have not marked out with an X.

Activity # 77 continued page 5 Name______________________

Worker Group Situation Chart

	1	2	3	4	5	6	7	8	9	10
.01 Artistic										
.01 Literary Arts			X	X	X		X		X	
.02 Visual Arts			X	X			X		X	
.03 Drama			X	X			X		X	
.04 Music			X	X			X		X	
.05 Dance			X	X			X		X	
.06 Craft Arts							X	X	X	
.07 Elemental Arts				X	X		X		X	
.08 Modeling				X					X	
.02 Scientific										
.01 Physical Sciences							X	X		
.02 Life Sciences							X	X		
.03 Medical Sciences				X			X	X		X
.04 Laboratory Technology								X		X
.03 Plants & Animals										
.01 Managerial Work	X		X	X			X	X		
.02 General Supervision	X		X	X			X	X		
.03 Training & Services			X	X		X				
.04 Elemental Work	X	X								
.04 Protective										
.01 Safety & Law Enforcement	X		X	X		X	X			
.02 Security Services				X		X	X			
.05 Mechanical										
.01 Engineering	X			X			X	X		
.02 Managerial Work: Mechanical	X		X	X			X	X		
.03 Engineering Technology							X	X		X
.04 Air & Water Vehicle Operation			X	X		X	X	X		X
.05 Craft Technology	X						X	X		X
.06 Systems Operation	X		X					X		X
.07 Quality Control							X	X		X
.08 Land & Water Vehicle Operation								X		
.09 Material Control				X				X		X
.10 Crafts								X		X
.11 Equipment Operation								X		X
.12 Element Work: Mechanical								X		X

Activity # 77 continued page 6

Name______________________

	1	2	3	4	5	6	7	8	9	10
.06 Industrial										
.01 Production Technology			X	X				X		X
.02 Production Work		X	X	X				X		X
.03 Quality Control		X						X		X
.04 Elemental Work: Industrial		X								X
.07 Business Detail										
.01 Administrative	X			X			X	X		
.02 Mathematical		X						X		X
.03 Financial				X				X		X
.04 Oral Communications	X			X				X		
.05 Records Processing				X				X		X
.06 Clerical Machine Operation	X			X				X		X
.07 Clerical Handling								X		X
.08 Selling										
.01 Sales Technology				X	X		X	X		
.02 General Sales				X	X		X	X		
.03 Vending				X	X					
.09 Accommodating										
.01 Hospitality	X		X	X			X			
.02 Barber & Beauty	X			X			X	X		X
.03 Passenger Services				X			X	X		
.04 Customer Services				X						
.05 Attendant Services				X						
.10 Humanitarian										
.01 Social Services	X		X	X			X			
.02 Nursing, Therapy, and Specialized Teaching Services	X			X			X	X		X
.03 Child & Adult Care	X			X			X	X		X

Activity # 77 continued page 7 Name________________________

	1	2	3	4	5	6	7	8	9	10
.11 Leading - Influencing										
.01 Mathematics and Statistics			X				X	X		
.02 Educational & Library Services	X		X	X			X			
.03 Social Research	X			X		X	X			
.04 Law	X			X	X		X	X		
.05 Business Administration	X		X	X			X	X		
.06 Finance				X			X	X		
.07 Services Administration	X		X	X			X			
.08 Communications	X		X	X			X	X		
.09 Promotion	X		X	X	X		X			
.10 Regulations Enforcement	X		X	X			X	X		
.11 Business Management	X		X	X			X	X		
.12 Contracts & Claims	X		X	X			X	X		
.12 Physical Performing										
.01 Sports				X	X	X	X	X		
.02 Physical Feats						X	X			

Activity # 78 TITLE: Researching Occupations

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		☒
Career Preparation		☒
Career Decision-Making		☒
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	☒
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	☒

This activity is designed for students who do not have definite long-range occupational goals. (#8)

Methods

Individual activity

Resources

- Classroom instruction
- Career Center
- U.S. Department of Labor - Guide for Occupational Exploration

Time

Student can complete activity within one classroom period. (Should also complete # 76, 77, and 79)

Main Idea

It is important to know about occupations before deciding on your occupation.

Employer Participation

Ask employers what high school courses were most helpful to them.

Vocabulary

occupation(s)(al)

Coordinator Notes

Activity # 78 Name____________________________

TITLE: Researching Occupations

To make decisions that are useful for your future, you need to know about occupations that you would like. This activity will show you the types of things that can be found out about occupations.

Directions: Use the material in your career center to answer the following questions. Resources such as the Occupational Outlook Handbook, the Dictionary of Occupational Titles, and Guide for Occupational Exploration are recommended.

1. In what worker group are you most interested (refer to the Guide for Occupational Exploration and Activities # 76 and/or # 77)?

____

2. Select one occupation to explore for the worker group in question #1.____

3. What kind of work would you do?_________________________

____

____

4. What kinds of skills and abilities do you need?__________

____

____

5. What makes you feel you would like this occupation?_______

____

____

6. What high school courses can help you prepare for this occupation?

____

____

7. What type of training can you take in high school that would help you in this occupation?______________________________

Activity # 78 continued page 2 Name__________________________

8. What type of part-time job in high school could help you prepare for this occupation?____

9. What types of experiences can help you prepare for this occupation?____

____

10. What is the job outlook for this occupation?______________________

____

11. How much can you expect to earn in this occupation?______________

____

12. Are you serious about this occupation? If yes, what could you do now to help prepare yourself for the future?__________________________

____

____

Activity # 79 TITLE: Worker Interview Questions

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		☒
Career Decision-Making		☒
Economic Awareness		
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	☒
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	☒
Profit vs. Loss	G	
Health and Safety	H	☒
Pay/Wages	I	☒
Employee Benefits/Rights	J	☒
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	☒
Interests	Y	
Values	Z	☒
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	☒
Planning	JJ	☒

This activity is designed for all students. (# 9)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Students will need time outside of class to complete this activity.

Main Idea

Verify information about occupations that are of interest to you.

Employer Participation

Ask employers if they would mind being interviewed about their job.

Vocabulary

qualifications
preparations
satisfaction(s)
life-style
affiliations

Coordinator Notes

Activity # 79 Name________________________

TITLE: Worker Interview Questions

This activity will help you find out about the world of work. The questions will help you get the how's and why's of a job from the worker.

Directions: Ask a worker these questions. Write the answers below. Be prepared to share these answers with others in the class.

1. Title of job____

2. In which type(s) of work or firms are these jobs available?

____

Questions about training and interest:

3. What are some of the skills a person needs to do this work?

____

____

4. How did you get this job? ____________________________

____

5. Is this the kind of job you planned to get when you were in school? ____

____

6. Is your job different from what you expected it to be? __________

____

7. What qualifications or preparations are needed by the worker? ____

____

8. Who helped you in planning or preparing for this field?

____

____

9. How did you go about finding your job? _________________

____

Activity # 79 continued page 2 Name______________________

10. What different jobs have you had? ______________________

____

11. What made you choose this job or change jobs? ______________

____

12. What training and/or experience have you had which helps you to do your present job? ______________________________________

____

13. When did you decide to go into your present field of work?

____

____

14. What kinds of experiences might help a young person find out if she or he would enjoy doing a job like yours? ______________

____

Questions about worker satisfaction:

15. What thing(s) do you like most about your job? ____________

____

16. What thing(s) do you like least about your job? ___________

____

17. What do you see yourself doing 10 years from now? __________

____

18. What things make this a good job for you: Pay? Hours? Challenge? Security? ______________________________________

____

19. What personal satisfactions do you get from your work? ______

____

20. Do you feel what you do is important? ____________________

____

Activity # 79 continued page 3 Name________________________

Questions about working conditions:

21. What benefits, in addition to pay, do you get? (e.g., insurance, vacation) ________________________

22. What are the good working conditions? ________________________

23. What are the bad working conditions? ________________________

24. What is special about of your job? ________________________

25. What are the disadvantages of your job? ________________________

26. Do you get most of your satisfaction on or off the job? ________

Questions about life-style:

27. How does this job affect your life-style? (overtime? evening work? travel? own boss?) ________________________

28. What is your main purpose in working at your present job? Are there other reasons? ________________________

29. Do you work at anything else outside of your job (paid or unpaid)? ________________________

30. What affiliations (organizations or with people) do you have because of this job? ________________________

Name______________________________

Questions about advancement:

31. Is the need for this job increasing or decreasing? ______________

____

32. What are the chances for advancement? ___________________________

____

33. Do you see this as a lifelong job or as a stepping stone? _______

____

34. Is this the kind of work you really want to do? _________________

____

35. What job do you think you might have in the future? _____________

____

Activity # 80 TITLE: Fringe Benefits

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	☒
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	☒
Consumer Considerations	K	☒
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	☒
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who do not understand fringe benefits. (# 28)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student needs time outside of classroom to complete assignment.

Main Idea

Fringe benefits differ among businesses, industries, and unions and have a financial value. (questions # 3 and # 4)

Employer Participation

Ask employers what fringe benefits are offered by their company.

Vocabulary

employees
compensation
fringe benefits
industries
expenditures
union
pension
premiums

Coordinator Notes

Activity # 80 Name______________________________

TITLE: Fringe Benefits

Fringe benefits are given to employees in addition to their regular pay. They are worth money to you. Some fringe benefits, such as workers' compensation and social security, are required by law. Other fringe benefits, like health insurance, paid sick leave, and coffee breaks, will vary. A list of fringe benefits can be found on page 3 of this activity.

Directions: Answer the following regarding fringe benefits. Use the chart on page 3 when needed:

1. Place a check (✓) in column 1 of the Fringe Benefits Chart to show the fringe benefits you are getting on your current job.

2. Talk to two full-time working persons regarding the fringe benefits they get. These people should be from different companies, industries, or unions. They can be your parents, friends, relatives, or full-time employees at your place of work. Use the Fringe Benefits Chart as a guide. Put the information in columns 2a and 2b of the chart by placing a check (✓) beside each fringe benefit these workers get.

2a. The person whose fringe benefits are checked in column 2a works as a(n)____

2b. The person whose fringe benefits are checked in column 2b works as a(n)____

3. Do you feel most businesses, industries, and unions offer their workers about the same fringe benefits? Yes_____ No_____ Explain your answer.____

____

____

Name____________________________

4. In looking for a full-time job, why should you look at the fringe benefits offered?

____

____

____

5. How can you find out about the fringe benefits offered by a company, industry, and/or union?________________________________

____

____

Name____________________________

Fringe Benefit Chart	Current Job 1	Interview 2a	Interview 2b
Social security			
Unemployment compensation			
Workers' compensation			
Pension plan premiums			
Life insurance premiums			
Death benefits			
Accident and medical premiums			
Hospitalization insurance			
Salary continuation for long disability			
Dental insurance premiums			
Discount on company goods and services			
Employee meals furnished by company			
Separation or termination pay			
Moving expenses			
Paid rest periods			
Paid lunch periods			
Paid wash-up time			
Paid travel time			
Paid clothes-change time			
Paid get-ready time			
Parking space			
Membership in organizations			
Paid vacations			
Payments in lieu of vacation			
Payment for holidays not worked			
Paid sick leave			
Payments for National Guard duty			
Payments for jury duty			
Payments for being witness in court			
Voting pay allowances			
Payments for time lost due to death in family			
Profit-sharing payments			
Contributions to employee thrift plans			
Holiday bonuses			
Special bonuses			
Service Awards			
Suggestion awards			
Employee education expenditures (tuition, refunds, etc.)			

Activity # 81 TITLE: Programs for the Unemployed

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	☒
Pay/Wages	I	
Employee Benefits/Rights	J	☒
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	☒
Taxes	GG	☒
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who may lose their job. (# 44)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete this activity within one classroom period but may need time outside of class to research the answers.

Main Idea

Unemployment insurance is designed to help those that are out of work through no fault of their own, and not just anybody that quits a job. (question # 9)

Employer Participation

Ask employers if they can relate an example to you when unemployment insurance was a benefit to a worker.

Vocabulary

employment	eligible
disability	merits
employer	partially
unemploy(ed)(ment)	

Coordinator Notes

Activity # 81 Name___________________________

TITLE: Programs for the Unemployed

You can get help when you are out of work. The Employment Development Department (EDD) pays unemployment and disability insurance benefits.

Unemployment insurance is just that--insurance. It works just like any other type of insurance. California employers pay the cost of this insurance. It provides you a weekly income when you are out of work through no fault of your own.

As soon as you become unemployed, go to your nearest EDD office and file a claim. To file a claim, you need:

- To be totally or partially unemployed or out of work for any reason
- To know your correct social security number
- To know the name and address of your last employer

Keep your personal records up to date. You can then easily provide your past work records and dates worked. Also, you should have the names and addresses of all your employers for the past nineteen months.

After you have filed the claim with the nearest EDD office, to get benefits you must:

- Be able to work.
- Be available to work full time.
- Make a reasonable effort to find work. Register at placement agencies, answer employment ads, and follow the job-getting ideas and plans outlined in other activities.

Some groups of workers are not normally covered by unemployment insurance. Examples include: youth under 18 years of age employed by their parents; husbands and wives employed by each other; certain salespersons paid by commission only; and persons enrolled and attending classes at the school where they are employed. If you work less than full time, you may be eligible for benefits. If you don't know whether you are covered, ask your employer. If that is not possible, ask at the nearest EDD field office.

It is important for you to understand the difference between laid off and discharged. Laid off, which usually means lack of work and is generally not your fault, would make you eligible for benefits. Discharged is a polite word for being fired. It means losing the job through some act of your own, and benefits may be denied. If you quit your last job, you must show it was done for very good reasons, or you cannot draw benefits. Your best course is to keep your job until you have another one lined up. Remember, however, that benefits are not always refused. Each case is decided on its own merits. Always check with your local EDD field office.

Disability insurance is payable when you cannot work because of sickness or injury not caused by your job. You cannot be paid unemployment insurance and disability insurance benefits for the same period. Most workers covered by California unemployment insurance are covered by disability insurance. Your cost is a small percentage of your wages.

Directions: Answer each of the following questions regarding programs for the unemployed:

1. What is the purpose of unemployment insurance?____________________

____

____

Activity # 81 continued page 3 Name________________________

2. Who pays for unemployment insurance?________________________

____

3. What is the purpose of disability insurance?__________________

____

____

4. Are you covered by disability insurance? Yes_____ No_____

5. If you are covered by disability insurance, how much is deducted from your paycheck each period?____________________________

6. A "Notice to Employees" sign is included in this activity on page 4. Where at your place of business is a similar sign posted?___

____

____

7. Where is your nearest EDD field office located? If you need to, check the white pages of your telephone book under California, State of - Employment Development Department.

Address____

City_________________________________Phone_______________

8. If you just lost your job, what would you do to find out if you qualified for unemployment insurance benefits?__________________

____

9. If you are planning to leave your job in the near future, can you receive unemployment insurance benefits once you leave? Explain._____

____

____

____

NOTICE TO EMPLOYEES

THIS EMPLOYER IS REGISTERED UNDER THE CALIFORNIA UNEMPLOYMENT INSURANCE CODE, AND WAGE CREDITS ARE BEING ACCUMULATED BY YOU FOR

UNEMPLOYMENT INSURANCE

(Paid for entirely by EMPLOYERS' taxes)

and

DISABILITY INSURANCE

(Paid for entirely by WAGE EARNERS' taxes)

- **WHEN YOU ARE UNEMPLOYED AND READY, WILLING AND ABLE TO WORK, YOU MAY BE ELIGIBLE TO RECEIVE UNEMPLOYMENT INSURANCE**

  You must file a claim for Unemployment Insurance at the nearest Employment Development Department Office, and register for work.

- **IF YOU WORK LESS THAN YOUR NORMAL FULL-TIME HOURS AND EARN LESS THAN YOUR WEEKLY BENEFIT AMOUNT BECAUSE YOUR EMPLOYER DOES NOT HAVE WORK FOR YOU, YOU MAY ALSO RECEIVE BENEFITS**

  You must file a claim for Unemployment Insurance at the nearest Employment Development Department Office.

- **WHEN YOU ARE UNABLE TO WORK BECAUSE OF SICKNESS OR INJURY, YOU MAY BE ELIGIBLE TO RECEIVE DISABILITY INSURANCE BENEFITS.**

  1. If this firm operates under an approved Voluntary Plan of Disability Insurance and you have chosen to be covered by it, claim forms should be obtained from your employer.
  2. **For State Disability Insurance, claim forms may be obtained from your doctor, hospital, or any Employment Development Department Office. The "First Claim" must be mailed not later than the 20th day after the first day for which benefits are payable if you are to receive credit from the time you first became disabled. Earlier filing will speed your payment.**

- **GET FULL INFORMATION AT YOUR LOCAL EMPLOYMENT DEVELOPMENT DEPARTMENT OFFICE**

STATE OF CALIFORNIA

EMPLOYMENT DEVELOPMENT DEPARTMENT

Claims should be filed promptly. You may lose benefits to which you would otherwise be entitled if yo[illegible] delay filing of your claim.

Activity # 82 TITLE: Social Security

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	☒
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	☒
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	☒
Following Directions	CC	☒
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	☒
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who do not know what Federal Insurance Contributions Act (FICA) means. (#29)

Methods

Individual activity

Resources

- Many brochures are available through your local social security office.

Time

Students can complete activity within one classroom period.

Main Idea

Student is paying social security tax. (question # 10)

Employer Participation

Ask employers if their company has a pension plan for their employees.

Vocabulary

social security	qualify
insurance	disabled
federal	Medicare
coverage	disability

Coordinator Notes

Activity # 82 Name________________________

TITLE: Social Security

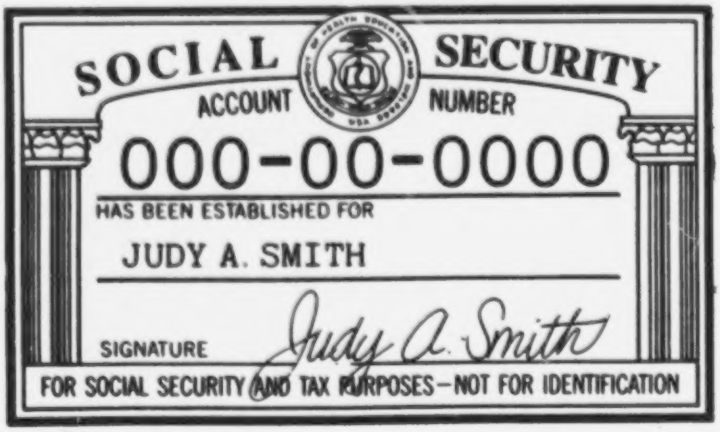
Social security is a kind of insurance. It is like life insurance or car insurance. It helps protect you and your family. Today, social security protects young workers and their families. It also helps retired workers.

- Disability - You may get very sick or injured and not be able to work for a long period of time. If you qualify, you will get a check each month from social security.

- Survivors - You may die at an early age. If you are covered by social security, your family will get benefits each month.

- Retirement - When you get to be 62 years of age or older, you may stop working. Social security will send a check each month.

- Medicare - When you are 65, Medicare can help pay your hospital and doctor bills. Some disabled persons under 65 years of age also are covered by Medicare.



SOCIAL SECURITY
ACCOUNT NUMBER
000-00-0000
HAS BEEN ESTABLISHED FOR
JUDY A. SMITH
SIGNATURE Judy A. Smith
FOR SOCIAL SECURITY AND TAX PURPOSES—NOT FOR IDENTIFICATION

If you do not have a social security card, have lost your card, or have changed your name, please read pages 7, 8, and 9 of this activity.

Name________________________

Your social security number
Social security checks for you and your family in the future will be based on the record of earnings kept for you during your working lifetime under the number shown on your social security card.

Other people may have the same name you have, but your social security number is yours alone. It singles out your social security record from some 200 million others.

Here's how it works
If you work as an employee, your employer deducts your share of the social security contribution from your wages. Your employer adds a matching amount as his or her share and sends a report of the wages you have earned to the Internal Revenue Service. The report shows your name and social security number and how much you earned.

If you work for yourself in your own business, you pay your own social security contributions and make your own report. You do this when you file your Federal income tax return.

Your reported wages or self-employment earnings are entered on your social security record. This record will someday be used to figure the amount of benefits payable to you and your family when you retire or become disabled, or to your family if you should die.

Using your social security card
Your social security number is the key to assuring that your earnings are accurately entered on your record throughout your working years.

Take your card with you when you get a new job, and make sure that your employer copies your name and number correctly.

Keep the stub showing your social security number with your other important papers in some safe place. If you lose your card, take the stub to any social security office. You will get a duplicate card with the same number.

If you change your name—through marriage, for example—ask for a duplicate card. You will get another card with your new name but the same number.

If you ever find you have more than one social security number, get in touch with any social security office promptly. Someone there will help you correct your records so that you get full credit for all the earnings reported for you.

Any Federal, State, or local agency that asks for your social security number must tell you whether giving it is mandatory or voluntary, under what authority the number is being requested, and what uses will be made of it.

Unless you are already getting social security checks, there is no need to tell us when you change your address. But you should contact any social security office immediately if you:

- ▶ Lose your card—to get a duplicate card.
- ▶ Change your name—to get a card in your new name.
- ▶ Are unable to work because of a severe disability expected to last 12 months or more—to ask about disability checks and possible vocational rehabilitation services.
- ▶ Are 62 or older—to ask about retirement checks.
- ▶ Are within 2 or 3 months of age 65, even if you don't plan to retire—to sign up for Medicare.
- ▶ Whenever you have a question about social security.

Tell your family to inquire about survivor benefits in the event of your death, regardless of your age.

U.S. Department of
Health and Human Services
Social Security Administration
SSA Publication No. 05-10035
January 1985

You must have credit for a certain amount of work to get social security. Only then will you or your family get a monthly check. Social security credit is measured in "quarters of coverage." In 1980, you could have earned one quarter of coverage for each $290 of your annual earnings. This could be up to a total of four quarters for any year. No more than four quarters of coverage can be earned for any one year. This means that if you earned $1160 or more under social security in 1980, you would get credit for four quarters of coverage. The $290 used in 1980 to measure one quarter of coverage will increase in the future to keep pace with wages. To get retirement benefits, you need 10 years or credit for 40 quarters of coverage. The number of quarters needed for you to get disability and survivor's benefits changes. This depends upon your age and years you qualify for social security.

It is a good idea to check your social security record every three years. To check your record, you should do the following:

- Obtain a "Request for Statement of Earnings" post card (shown below) from your social security field office.

- Follow the directions on the card (see next page).

- Write the letters "QC" in the upper left-hand corner of the card in order to get your quarterly count.

- Stamp and mail to:

SOCIAL SECURITY ADMINISTRATION
SALINAS DATA OPERATIONS CENTER
100 E. ALVIN DRIVE
SALINAS, CA 93906

Activity # 82 continued page 4 Name ____________________

YOUR SOCIAL SECURITY EARNINGS RECORD

For a *free* statement of earnings credited to your Social Security record, complete other side of this card. Use card for only *one* person.

All covered wages and self-employment income are reported under your *name* and Social Security *number*. So show your name and number *exactly* as on your card. If you ever used another name or number, show this too.

Be sure to put a stamp on this card or it won't be delivered.

If you have a separate question about Social Security, or want to discuss your statement when you get it, the people at any Social Security office will be glad to help you.

FOLD HERE

FOR SSA USE ONLY

[✓ AX] QC* BE*

SP

REQUEST FOR STATEMENT OF EARNINGS

(PLEASE PRINT IN INK OR USE TYPEWRITER)

I REQUEST A SUMMARY STATEMENT OF EARNINGS FROM MY SOCIAL SECURITY RECORD

NH Full name you use in work or business
First ______ Middle Initial ______ Last ______

SN Social Security Number shown on your card ______

DB Your date of birth: Month ______ Day ______ Year ______ **A**

MA Other Social Security number(s) you have used ______

SX Your Sex: ☐ Male ☐ Female

AK Other name(s) you have used (Include your maiden name) ______

* These MARKINGS "QC" AND "BE" WILL ALSO GET YOU QUARTERS OF COVERAGE AND BENEFIT ESTIMATE

FOLD HERE

PRIVACY STATEMENT

The Social Security Administration (SSA) is authorized to collect information asked on this form under section 205 of the Social Security Act. It is needed so SSA can quickly identify your record and prepare the earnings statement you requested. While you are not required to furnish the information, failure to do so may prevent your request from being processed. The information will be used primarily for issuing your earnings statement.

I am the individual to whom the record pertains. I understand that if I knowingly and willingly request or receive a record about an individual under false pretenses I would be guilty of a Federal crime and could be fined up to $5000.

Sign your name here: (Do not print) ______ Date ______

I AUTHORIZE YOU TO SEND THE STATEMENT TO THE NAME AND ADDRESS BELOW: *(To be completed in all cases)*

PN Name of the addressee ______

AD Street number and name ______

City and State ______ **ZP** Zip Code ______

Form **SSA-7004 PC** OP-2 (9-82)

Activity # 82 continued page 5 Name______________________

Directions: Answer the following regarding social security:

1. List three times during the last year that you have been asked for a social security card or number.

____

____

____

2. Do you know your social security number without looking at your card? Yes_____ No_____

3. Why should you keep your social security number in a safe place, away from your social security card? ______________________

____

____

____

4. Why should you keep the same social security number all of your life?______________________________________

____

____

5. If you should lose your social security card or change your name, what should you do to update your social security record?___________

____

____

____

6. How can a person under 62 years of age get benefits from social security?______________________________________

____

____

Name________________________

7. How do you know if the wages you are earning can be counted under social security?____

____

8. In 1980, how much did you have to earn under social security to get credit for one quarter of coverage? $_____ What is the current amount? $_____

9. Why should you earn at least 40 quarters of coverage during your lifetime?____

____

10. How much was taken from your last paycheck for social security (FICA)? $_______________

11. During the same pay period how much did your boss give towards your social security? $_______________

12. Have you been working under social security for at least a year? Yes_____ No_____ If your answer is yes, review page 3 of this activity and ask for a statement of earnings from social security.

13. If you do not have a social security card, have lost your card, or changed your name, read pages 6, 7, and 8 of this activity.

Name______________________________

Applying for a social security number

Applying for a social security number
The social security law requires that you furnish evidence of age, identity, and U.S. citizenship or lawful admission status when you apply for a social security number. If you are 18 or older, you must apply in person. If you are applying for a replacement card or changing your name or other information on your record, you must establish your identity. For a change-of-name request, the evidence must identify you with both your old name and your new name. If you need help in obtaining any documents, get in touch with any social security office.

Documents are subject to verification with the agency that issued them.

Please do not submit uncertified photocopies of your documents. We must see either the original documents or a copy certified by the agency which issued it. We will return any documents you send us.

It usually takes about 6 weeks to get your social security card after we receive your application and necessary documents.

If you were born in the United States
A variety of documents can be submitted as evidence of your age, identity, and citizenship. Examples of these documents are included in the following lists.

Evidence of age and citizenship

- Public or hospital record of birth established before age 5.
- Religious record of birth or baptism established before age 5.

If you cannot obtain either of these records, please submit one or more of the documents listed under Evidence of Identity which show your date of birth or age and your place of birth.

Evidence of identity
Please submit one or more of the following documents:

- Driver's license
- State identity card
- Voter's registration
- School record
- Report card
- School identification card
- Marriage record
- Divorce decree
- Work badge or building pass
- Draft card or military ID
- Military discharge papers
- Military dependent's ID
- U.S. passport
- U.S. citizen ID card
- Baby's hospital wrist band
- Newspaper birth announcement
- Baby book
- Adoption record
- Court order for name change
- Church membership or confirmation record
- Welfare case record
- Clinic, doctor or hospital record
- Vaccination certificate
- Insurance policy
- Day care or nursery school records
- Child's membership in Boy Scouts, Girl Scouts, or other youth organization
- Any other document providing identifying data such as a physical description, photograph, or signature

If you were born outside the United States
If you were born outside the United States but now are a U.S. citizen, you should submit one of the following:

- U.S. passport
- Naturalization certificate
- U.S. citizen identity card
- Certificate of citizenship
- U.S. Consular report of birth (plus other evidence of your identity)

U.S. Department of Health and Human Services
Social Security Administration
SSA Publication No. 05-10035
January 1985

Name______________________

INSTRUCTIONS FOR COMPLETING THE APPLICATION FORM

If you do not know the answer to a question and cannot find the answer, write "unknown" in the space for the answer.

If you have any questions about how to complete the form, what papers you must submit with it or whether a personal interview will be necessary, please call your nearest social security office at the number listed in your telephone directory. After your completed application and all necessary evidence are received, your local office can tell you approximately how long it will take before you get your social security card in the mail. The instructions below are numbered to correspond with the numbered items on the application.

1. Please enter your full name as you use it for work, school, or other official business. If you have a middle name, enter it in full in the space provided. Your entire name will be recorded in our records; however, only your first name, middle initial and last name will appear on the card itself, unless you specifically request that we spell out your middle name.

   If your name has changed, show the name you were given at birth on the second line.

   If you have used any other name during your lifetime, show it on the third line. Do not include nicknames unless used officially at school or work. More than one such name can be shown.

2. Enter the address where you want your social security card mailed. If mail under your name is not normally received at the address which you show, use an "in care of" address. Example: c/o J. Doe, 1 Elm St.

3. Check the block which applies to you. If you checked "Other," please submit a statement explaining your situation and why you need a social security number. (You may attach a separate sheet.)

4. Check the block to indicate your sex.

5. While your failure to complete this question will not affect your obtaining a social security number, this information is important to find out how Social Security programs affect different groups of people in our Nation. It is also essential for preparing statistics to determine compliance with Federal civil rights laws. When used for this purpose, statistics are presented as summaries or other forms of information which do not reveal the names of individuals.

6. Enter your date of birth by month, day, year.

7. Enter your age as of your **last** birthday.

8. Enter the city and State where you were born. If you were born outside the U.S., show the name of the city and country. Please do not use abbreviations.

9. The names of your parents, even if they are no longer alive, are very important in establishing your unique and individual record with social security. Be certain to show your mother's full name at her birth. If your father's last name is different from your name at birth, please explain by writing, for example, "step-father" or "adopting father" after your father's name. Use whichever name you prefer. If, however, you have ever requested a card before, use the name of the same father, step-father, etc. you used when you first applied.

10. If your answer to item 10a is "No," or "Don't Know," go to item 11. If your answer is "Yes," answer questions 10b through 10e. If you applied for a social security number card before but never received it, draw a line through item 10b and try to answer both questions of item 10c as carefully as you can.

11. Enter today's date by month, day, year.

12. If we must contact you for any reason, we would prefer to phone you. Please indicate a phone number where we can reach you or leave a message for you.

13. Sign your name as it is usually written. Do not print unless your usual signature is printed. If you are applying on behalf of someone else, sign your own name. If you cannot write your name, you may sign by an "X" mark. Two persons must sign as witnesses to your mark.

14. Check the block marked "self" if you are completing the form for yourself. If you are completing the form for someone else, check the "other" block and show your relationship to the applicant; for example, "father" or "guardian."

HOW TO APPLY FOR A SOCIAL SECURITY NUMBER CARD

(Original, Replacement or Correction)

This application can be used to apply for a social security number for the first time, to get a replacement for your card, or change any information on your record. Before you begin to complete this application, please read the information below, the completion instructions on page 2 and the information about the Privacy Act on page 4 of this form.

WHERE TO APPLY

You may apply either by mailing your documents and forms to the nearest social security office or by bringing them in person. However, you must apply *in person* at a social security office if:

1. You are age 18 or older and have never had a social security number card before, or
2. You are an alien whose immigration documents should not be mailed.

EVIDENCE YOU WILL NEED

The social security law requires that you furnish evidence of your age, identity, and U.S. citizenship or lawful alien status when you apply for a social security card. The evidence you must submit will depend on your circumstances. There are four different categories described below. Find the one which applies to you and then read the instructions carefully.

You must submit original or certified documents as evidence — we cannot accept uncertified or notarized photocopies. We will return all documents submitted. NOTE: all documents submitted as evidence may be retained temporarily and verified with the custodian of the original records.

If you have any questions or need help in obtaining your documents, please call or visit your nearest social security office.

---

1. U.S. Citizen — Born in the U.S.

Applying for Original Social Security Number

Please submit one document from List A **and** at least one from List B.

List A. Evidence of Age and Citizenship

One of the following records established before your 5th birthday:

- Public or hospital birth certificate
- Religious record of birth or baptism

If you cannot get either of these records, please furnish documentation from List B. At least one document must show your name, age or date of birth, your place of birth, and should be at least one year old.

List B. Evidence of Identity (A birth record is not evidence of identity.)

- State identity card
- Insurance policy
- Driver's license
- School ID card
- Vaccination certificate
- Adoption record
- School record or report card
- Clinic, doctor or hospital record
- U.S. passport or citizen ID card
- Church membership or confirmation record
- Day care or nursery school record
- Court order for name change
- Labor union or fraternal organization record
- Record of child's membership in Boy Scouts, Girl Scouts or other youth organization
- Any other document providing identifying data such as a physical description, photograph, or signature
- Marriage or divorce record
- Work badge or building pass
- Voter's registration card
- Military or draft record
- Newspaper notice of birth
- Welfare case record
- Military dependent's ID

2. U.S. Citizen — Born Outside the U.S.

Applying for Original Social Security Number

If you were born outside the U.S. but are a U.S. citizen, you should submit either:

a. U.S. consular report of birth **and** evidence of your identity (see category 1, list B); or

b. Your foreign birth certificate (if available) **and** one of the following:

- U.S. citizen ID card
- Certificate of citizenship
- U.S. military discharge papers showing U.S. citizenship
- U.S. passport
- Naturalization certificate

3. Alien — Not a U.S. Citizen

Applying for Original Social Security Number

If you are an alien living in or visiting the U.S. *and you are permitted to work* (as shown on your immigration document), you should bring in your foreign birth certificate (if available) and one of the following:

- **Alien Registration Card I-151 or I-551**
- U.S. Immigration Form I-94, AR-3a, I-185, I-186 (and SW-434 if applicable), I-95 or I-84.

NOTE: Do not mail these documents — bring them in.

If you are a lawfully admitted alien *but not permitted to work* and you have a valid need for a social security number for a reason other than work, we will issue you a number. However, we will mark your record and if you ever use the number in a job, we will notify the Immigration and Naturalization Service of the unauthorized work. In addition, any information obtained in connection with this application can be given to the Immigration and Naturalization Service.

4. Any Applicant Requesting a Correction or Replacement Card

You must present at least evidence of your identity such as one or more of the documents in categories 1 (List B), 2 or 3. After we examine your documents, you may be asked for additional evidence of your age or U.S. citizenship or alien status.

If you are changing your name, you must provide documents showing both your **old** and **new** names.

Activity # 82 continued page 10 Name ____________________

DEPARTMENT OF HEALTH AND HUMAN SERVICES
SOCIAL SECURITY ADMINISTRATION

FORM APPROVED
OMB NO. 72-S79002

FORM SS-5 – APPLICATION FOR A SOCIAL SECURITY NUMBER CARD
(Original, Replacement or Correction)

MICROFILM REF. NO. (SSA USE ONLY)

Unless the requested information is provided, we may not be able to issue a Social Security Number (20 CFR 422.103(b))

INSTRUCTIONS TO APPLICANT ▶ Before completing this form, please read the instructions on the opposite page. You can type or print, using pen with dark blue or black ink. Do not use pencil.

NAME TO BE SHOWN ON CARD	First	Middle	Last
FULL NAME AT BIRTH (IF OTHER THAN ABOVE)	First	Middle	Last
OTHER NAME(S) USED			
MAILING ADDRESS	(Street/Apt. No., P.O. Box, Rural Route No.)		
CITY		STATE	ZIP CODE

3

CITIZENSHIP (Check one only)
☐ a. U.S. citizen
☐ b. Legal alien allowed to work
☐ c. Legal alien not allowed to work
☐ d. Other (See instructions on Page 2)

SEX
☐ Male
☐ Female

RACE/ETHNIC DESCRIPTION (Check one only) (Voluntary)
☐ a. Asian, Asian-American or Pacific Islander (Includes persons of Chinese, Filipino, Japanese, Korean, Samoan, etc., ancestry or descent)
☐ b. Hispanic (Includes persons of Chicano, Cuban, Mexican or Mexican-American, Puerto Rican, South or Central American, or other Spanish ancestry or descent)
☐ c. Negro or Black (not Hispanic)
☐ d. North American Indian or Alaskan Native
☐ e. White (not Hispanic)

6

DATE OF BIRTH ▶	MONTH	DAY	YEAR	PRESENT AGE	PLACE OF BIRTH ▶	CITY	STATE OR FOREIGN COUNTRY

9

MOTHER'S NAME AT HER BIRTH	First	Middle	Last (her maiden name)
FATHER'S NAME	First	Middle	Last

10

a. Have you or someone on your behalf applied for a social security number before? ☐ No ☐ Don't Know ☐ Yes

If you checked "yes", complete items "b" through "e" below, otherwise go to item 11

b. Enter social security number

c. In what State did you apply? What year?

d. Enter the name shown on your most recent social security card

e. If the birth date you used was different from the date shown in item 6, enter it here. ▶ MONTH DAY YEAR

TODAY'S DATE ▶ MONTH DAY YEAR

Telephone number where we can reach you during the day ▶ HOME OTHER

WARNING: Deliberately providing false information on this application is punishable by a fine of $1,000 or one year in jail, or both.

YOUR SIGNATURE

YOUR RELATIONSHIP TO PERSON IN ITEM 1
☐ Self ☐ Other (Specify) ____________

WITNESS (Needed only if signed by mark "X")

WITNESS (Needed only if signed by mark "X")

DO NOT WRITE BELOW THIS LINE (FOR SSA USE ONLY)

[redacted]

FORM SS-5 (10-80) PRIOR EDITIONS SHOULD BE DESTROYED

Name____________________________

THE PRIVACY ACT AND YOUR REQUEST FOR A SOCIAL SECURITY NUMBER CARD

Before we can give you a social security number, there is certain information we need from you. The Privacy Act of 1974 requires us to give you the following facts when we ask for this information:

- Why the information is needed
- The legal authority for asking for it
- The information you are required to give
- The effects of not providing the information
- How the information will be used and to whom it may be disclosed

Why Information Is Needed

Your social security number is needed for us to keep a correct record of your earnings while you are working. It will also be needed if you die, retire or become disabled so that you or your survivors can receive benefits.

The information we request from you is necessary for us to:

- Assign you a social security number
- Issue you a replacement card if you lose your card
- Change information on your social security record
- Establish and maintain a record of your earnings, and
- Conduct research programs in income distribution and maintenance and health insurance.

Legal Authority to Collect Information

Section 205(c) of the Social Security Act authorizes us to collect the information needed to assign you a social security number and issue you a card. Section 702 of the Social Security Act authorizes us to collect the racial/ethnic information needed for statistical purposes.

Required Information

We need the following information to assure that the record we establish for you is your unique and individual record. Specifically, we need your:

- Name as you use it now
- Name at birth
- Place of birth
- Citizenship or alien status
- Date of birth
- Sex
- Mother's name at her birth
- Father's name
- Mailing address
- Signature

We also need to know if you have ever had a social security number.

Effects of Withholding Information

You have a right to refuse to give most kinds of information, but usually it is to your advantage to give us the information we ask for. Without it, we will be unable to keep an accurate record of your earnings under social security. This could possibly cause you to lose benefits in the future. In some cases, we cannot even give you a number without the information. This could mean you would be unable to get a job, since in most cases you need a number to work.

Disclosure of Information

Sometimes we must disclose information from our records without your written consent. This is done, however, only when necessary and when it is authorized by the law or regulations.

If you would like more information about your rights to privacy, ask any social security office for a copy of "Collection and Use of Information by the Social Security Administration" (Form SSA-5000).

Information Concerning Collection of Racial/Ethnic Information

The categories for race and ethnic background have been established by t Office of Federal Statistical Policy and Standards to assure uniform reporting to all Federal agencies. The categories are:

1. **American Indian or Alaskan Native**

   Persons having origins (ancestry) in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition.

2. **Asian or Pacific Islander**

   Persons having origins (ancestry) in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, the Philippine Islands, Korea, Samoa, etc.

3. **Black or Negro (not Hispanic)**

   Persons having origins (ancestry) in any of the black racial groups of Africa.

4. **Hispanic**

   Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin (ancestry), regardless of race.

5. **White (not Hispanic)**

   Persons having origins (ancestry) in any of the original peoples of Europe, North Africa, or the Middle East.

If you are of mixed racial/ethnic background, choose the category with which you most closely identify yourself.

U.S. Department of
Health and Human Services
Social Security Administration
SSA Publication No. 05-10035
January 1985

Activity # 83 TITLE: Workers' Compensation

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	☒
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	☒
Pay/Wages	I	☒
Employee Benefits/Rights	J	☒
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	☒
Taxes	GG	
Finances	HH	☒
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for all students who do not understand workers' compensation. (# 30)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Students can complete activity within one classroom period but may need time outside of class to find the answers.

Main Idea

Report all injuries or illnesses that are related, regardless of who may be at fault. (question # 5)

Employer Participation

Ask employers if they can remember one example of how workers' compensation helped a person in need.

Vocabulary

compensation	pension
physical	dependent
handicap	employer

Coordinator Notes

Activity # 83 Name______________________________

TITLE: Workers' Compensation

Workers' compensation is a special kind of insurance. Employers purchase this to help their workers who get injured on the job or get sick from diseases caused by the job. Workers' compensation:

- Pays all your medical and hospital bills.

- Pays part of your lost wages. This is called temporary disability. Temporary disability is money that you get if your illness or injury makes you lose more than three days of work. You can expect about 66 2/3% of your actual wage. Temporary disability can last up to five years.

- Provides benefits for a physical handicap from the injury or illness. Examples are being paralyzed or losing an arm. This is called permanent disability.

- Provides death benefits and pensions for dependents of workers killed on the job.

- Pays for job training in new jobs for workers who cannot do their old job because of injuries.

Be sure to report all work-related injuries. Young workers may fail to report an injury. They do this because they feel "stupid" that they got hurt or they feel the injury is not serious. To get workers' compensation, all you have to do is report the injury to your supervisor or employer. It is for your own protection. Your employer is responsible for all injuries and diseases that may be caused by your work. Your employer must have some type of compensation insurance. Thus, in case you are injured on the job or become sick from the job, you will be helped no matter who was at fault.

Name__________________________

In California, employers pay the full amount of the workers' compensation costs. The amount paid will depend on the safety record of the company and the type of work the workers perform. For example, the costs paid for workers in a sawmill are higher than costs for office workers. This is because the chance of serious injury to a worker in a saw mill is much greater.

Directions: Answer the following questions regarding workers' compensation:

1. The law requires employers to display the name of their workers' compensation insurance company. Where is this displayed at your place of work? ____

2. What insurance company handles workers' compensation for your employer? ____

3. Who at your job would you report a job-related injury to? ________

____

4. Why is it important to report all work-related injuries? _________

____

____

5. Can you get workers' compensation if your accident or illness was the result of your carelessness or neglect? Check one. Yes __ No __

6. At your school, you are one of a number of students who catch the flu. You miss five days of work. Will workers' compensation insurance pay at least part of your lost wages? Check one. Yes _____ No _____ Why? ____

____

____

Activity # 84 TITLE: Safety and Health

OBJECTIVES		
How to Get a Job		
How to Keep a Job		☒
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	☒
Laws	C	☒
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	☒
Health and Safety	H	☒
Pay/Wages	I	☒
Employee Benefits/Rights	J	☒
Consumer Considerations	K	☒
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	☒
Job Related Skills	EE	☒
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed to help students understand health and safety regulations. (# 30)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete assignment within one classroom period but may need time outside of class to complete it.

Main Idea

To help a person become more aware of safety and health by setting a plan of action. (questions # 3, 4, 5, and 6)

Employer Participation

Ask employers how absenteeism affects their place of business.

Vocabulary

productivity
inflation
occupational
employers
supervisor
employee
regulation

Coordinator Notes

Activity # 84 Name____________________________

TITLE: Safety and Health

One out of every ten workers has some type of work-related accident or injury. This is a serious problem because:

- Workers lose some of their wages. In many cases they lose their ability to do their jobs. Many workers need to be re-trained in new jobs.

- Families may have to move and/or change their life-styles.

- A company's productivity declines when regular workers are absent.

- The economy of the country is affected. This is because declining productivity leads to higher prices and greater inflation.

In 1970, Congress tried to solve this problem of work-related injuries and illnesses. It passed the Occupational Safety and Health Act (OSHA). In 1973, the California Occupational Safety and Health Act (Cal/OSHA) was passed with two major purposes:

- To have safe and healthy job conditions for all working Californians

- To help employers keep safe and healthy working conditions

For decades working minors have been protected by laws. Employers must have a permit to work on file for each minor working. This is to protect youth. If the health, safety, and education of the minor are impaired by the job, the work permit is revoked. The minor can no longer work for that employer. The law won't let minors work in dangerous occupations. These are occupations where young workers could easily get hurt because they have not had the experience and training to perform the work. A list of dangerous occupations, Name____________________

as defined by the U.S. Department of Labor, can be found on page 5 of this activity.

For a job safety and health program to be successful, it needs more than just the law. It needs the help of the employer, the supervisors, and the employees. For example, employers could provide the following to help prevent accidents and illnesses:

- Conduct programs of safety and health. Find and get rid of unsafe working conditions or practices. Control health hazards. Comply fully with the safety and health standards of every job.

- Train all employees in good safety and health rules. Require that employees help with these rules as a part of their job.

- Investigate every accident to find out what caused it and to correct the problem so that it won't happen again.

- Set up a system of recognition and awards for outstanding safety, service, or performance.

As an employee, how aware are you of job safety and health?

Directions: Answer the following regarding safety and health:

1. Place a check mark ( ) in the space for each statement for which you could answer yes.

a._____ I have seen how injuries could happen at my place of work.

b._____ I have seen a Cal/OSHA regulation posted at work.

c._____ I have seen a Cal/OSHA regulation poster.

d._____ I know how to report an accident at my job.

e._____ I am familiar with my company's safety and health regulations.

f._____ I know what to do in case of fire.

g._____ I am aware of all possible exits from my place of work.

Activity # 84 continued page 3 Name____________________

2. What type of job safety and health programs have you seen at your place of work?______________________________

____

____

3. What are you going to do to become more aware of safety and health on your job?______________________________

____

____

4. How are you going to become more aware of safety and health?______

____

____

5. When are you going to do it?______________________________

6. How will you know you have become more aware of safety and health on your job?______________________________

____

7. What effect can regular workers that are absent a lot have on:

a. The customers of the company______________________________

____

b. Productivity______________________________

____

c. Profits of the company______________________________

____

8. Is it impossible for a worker 16 or 17 years of age to work in the roofing industry? Yes_____ No_____ Explain.______________________________

____

____

Activity # 84 continued page 4 Name___________________________

9. Do you think employment chances for youth under 18 years of age are limited because of laws and regulations? Yes_____ No_____

Explain.____

____

____

____

____

____

416

HAZARDOUS OCCUPATIONS ORDERS IN NONAGRICULTURAL OCCUPATIONS

Those occupations declared to be particularly hazardous for workers between 16 and 18 years of age (also for minors 14 and 15) are included in the seventeen Hazardous Occupations Orders listed below. Those occupations marked with an asterisk (*) can be performed by apprentices and student workers 16 and 17 years of age. See U.S. Department of Labor Child Labor Bulletin #101 for complete details.

(1) Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components

(2) Occupations of motor-vehicle driver and outside helper

(3) Coal-mine occupations

(4) Logging occupations and occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill

*(5) Occupations involved in the operation of power-driven woodworking machines

(6) Occupations involving exposure to radioactive substances and to ionizing radiations

(7) Occupations involved in the operation of elevators and other power-driven hoisting apparatus

*(8) Occupations involved in the operation of power-driven metal forming, punching, and shearing machines

(9) Occupations in connection with mining, other than coal

*(10) Occupations involving slaughtering, meat-packing, or processing or rendering

(11) Occupations involved in the operation of certain power-driven bakery machines

*(12) Occupations involved in the operation of certain power-driven products machines

(13) Occupations involved in the manufacture of brick, tile, and kindred products

*(14) Occupations involved in the operation of circular saws, band saws, and guillotine shears

(15) Occupations involving wrecking, demolition, and shipbreaking operations

Name______________________________

*(16) Occupations involved in roofing operations

*(17) Occupations in excavation operations

U.S. Department of Labor Child Labor Bulletin #102 contains a list of hazardous occupations in agriculture for workers under 16 years of age.

Activity # 85 TITLE: Establishing Credit

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	☒
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who do not have any charge accounts and/or credit cards. (# 31)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete this activity within one classroom period. Student will need time outside of school to establish credit.

Main Idea

Even when a person turns 18 years of age, credit is difficult to obtain. Getting known at a local bank and building a good work record now will make it easier to get credit in the future. (question # 7)

Employer Participation

Ask employers about the credit policy of their company.

Vocabulary

exceptions
applicant
legally
establish

independent
guarantee
cosign

Coordinator Notes

Activity # 85 Name_________________________

TITLE: Establishing Credit

We live in a country based on credit. This is the ability to buy now and pay later. "Plastic money" is socially acceptable, but credit approval is not easy to get. Before anyone gets credit, his or her age, job history, credit rating, and ability to pay are all studied. A first-time applicant with either a full- or a good paying part-time job may face problems. The person could be refused credit because of the lack of a credit history. A credit history requires credit approval, but credit approval requires a credit history. How, then, do you break through this unending circle and gain credit approval?

Getting credit involves a contract to hold you responsible for your debts. Minors have the right to change their minds or cancel most contracts. Once you become 18, you no longer have this option. For this reason, in California you must be 18 years of age to get credit for yourself. There are, however, a few exceptions to this rule. You can be under 18 and be granted credit for yourself if you are a member of the military. You may also get credit if you are married or are legally independent of your parents. But there is no guarantee that you can establish credit for yourself. Yet, there are ways that it can be done. Here are a few examples you might follow to get credit for yourself:

- Val received a VISA card from her local bank, where she had both a savings and checking account. Her parents also were well known at this bank.

- Sally joined a credit union at work. A credit union is made up of people who work for the same employer. They may also belong to the

Name___________________________

same church, labor union, etc. They agree to pool their savings and make loans to members at a low interest rate.

- Walt tried to get a bank loan to buy a motorcycle. His father was willing to cosign for him. The bank wouldn't accept his father as a cosigner because he lived out of state. Walt finally went to a finance company. "I am paying a higher rate of interest, but at least I was able to buy the bike. It isn't the best way to go," said Walt. "However, I am building a credit rating to make it easier to get credit in the future."

- Carla went to her bank. She found that it offers a program so that students and young adults can establish credit. In this program, a person is granted $300 credit. This credit can be used for unexpected expenses. After 18 months, if the person has a good record, she or he would be able to obtain a VISA card.

You can begin now to establish a base for future credit even if you are not 18 years of age.

- Get known at a local bank. Open a savings and checking account. If you open a checking account, make sure you do not misuse it.

- Build a good work record. A letter from an employer saying you are a responsible person can be a great help to you.

Remember that credit is not easy to get, but it is easy to lose. So when you are buying on credit for the first time, follow these ideas:

- Apply in your own area where you are known.
- Have some savings to back you up.
- Be sure you can repay the loan.

Activity # 85 continued page 3 Name____________________________

- Borrow only what you really need.
- Be honest in completing your credit application form. A sample form is found on the last page of this activity.

Directions: Answer the following questions on credit:

1. Why can't most youth under 18 years of age get credit? ____________
____
____

2. How can a good work record help you get credit? __________________
____
____

3. Why is it easier to get a loan from a finance company than a bank?
____
____

4. Bill paid $1800 for a motorcycle. He paid $500 down and borrowed $1300 from a finance company. What happens if Bill fails to make his monthly payments? ____
____
____

5. Does your place of business have a credit union? Yes ____ No____ If they do, find out about it so that you will know how a credit union works.

6. How can a person lose his or her credit rating? __________________
____
____

7. What can you do now that will help you get a credit rating? ______
____
____

Activity # 85 continued page 4 Name ______________________________

Sample Credit Application

APPLICANT

FIRST NAME	INITIAL	LAST NAME	
CURRENT STREET ADDRESS	APT NO	YRS	MOS
CITY	STATE	ZIP	
☐ RENT PER MO $____ ☐ OWN ☐ LIVE WITH PARENTS	FORMER STREET ADDRESS	YRS	MOS
CITY	STATE	ZIP	
SOCIAL SECURITY NO	HOME PHONE NUMBER ( )	DRIVER'S LICENSE NO	
DATE OF BIRTH	☐ MARRIED ☐ UNMARRIED ☐ SEPARATED	DEPENDENTS ☐ SELF CHILDREN____ ☐ SPOUSE OTHERS____	COLLEGE GRADUATE ☐ YES ☐ NO DEGREE(S)____
NAME/ADDRESS OF NEAREST RELATIVE NOT LIVING WITH YOU			

SPOUSE/CO-APPLICANT

FIRST NAME	INITIAL	LAST NAME	
CURRENT STREET ADDRESS	APT NO	YRS	MOS
CITY	STATE	ZIP	
☐ RENT PER MO $____ ☐ OWN ☐ LIVE WITH PARENTS	FORMER STREET ADDRESS	YRS	MOS
CITY	STATE	ZIP	
SOCIAL SECURITY NO	HOME PHONE NUMBER ( )	DRIVER'S LICENSE NO	
DATE OF BIRTH	☐ MARRIED ☐ UNMARRIED ☐ SEPARATED	DEPENDENTS ☐ SELF CHILDREN____ ☐ SPOUSE OTHERS____	COLLEGE GRADUATE ☐ YES ☐ NO DEGREE(S)____
NAME/ADDRESS OF NEAREST RELATIVE NOT LIVING WITH YOU			

OCCUPATION

If self-employed or retired, attach financial statement and/or income tax return

CURRENT EMPLOYER (INCLUDE EMPLOYEE I.D. IF APPLICABLE)	TELEPHONE NUMBER		
ADDRESS	CITY	STATE	
YRS	MOS	POSITION OR MILITARY PAY GRADE	MONTHLY GROSS SALARY
FORMER EMPLOYER & POSITION	YRS	MOS	

CURRENT EMPLOYER (INCLUDE EMPLOYEE I.D. IF APPLICABLE)	TELEPHONE NUMBER		
ADDRESS	CITY	STATE	
YRS	MOS	POSITION OR MILITARY PAY GRADE	MONTHLY GROSS SALARY
FORMER EMPLOYER & POSITION	YRS	MOS	

OTHER INCOME

You need not list income from alimony, child support, or seperate maintenance unless you wish it considered for purposes of granting this credit.

TYPE OF OTHER INCOME	MONTHLY AMOUNT
NAME AND ADDRESS OF PAYER	

TYPE OF OTHER INCOME	MONTHLY AMOUNT
NAME AND ADDRESS OF PAYER	

DEPOSIT ACCOUNTS

Include Checking, Savings, Credit Unions and Savings & Loan Associations

TYPE	COMPANY NAME & LOCATION	ACCT NUMBER	APPROX BAL
CHECKING			
SAVINGS			
☐ SAVINGS & LN ☐ CREDIT UNIONS			

TYPE	COMPANY NAME & LOCATION	ACCT NUMBER	APPROX BAL
CHECKING			
SAVINGS			
☐ SAVINGS & LN ☐ CREDIT UNIONS			

CREDIT REFERENCES

Please check **box A** if account is joint credit (Applicant and Co-Applicant). Check **box B** if the credit is in Applicant's name only, or **box C** if the credit is in your Spouse/Co-Applicant's name only. Have you obtained credit under any other name? What name(s) ______________________________

______________________________ Be sure to list all open accounts with or without a balance. Attach separate sheet if necessary.

PLEASE CHECK A	B	C	TYPE OF LOAN	COMPANY	CITY	ACCOUNT NO	BALANCE	MO PYMTS
			MORTGAGE					
			AUTO MAKE YR					
			AUTO MAKE YR					
			CREDIT CARD					
			CREDIT CARD					
			OTHER					
			OTHER					

Activity # 86 TITLE: Opening a Checking Account

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	☒
Decision-Making Skills	II	
Planning	JJ	☒

This activity is designed for those students who do not have a checking account. (# 32)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete activity within one classroom period.

Main Idea

Develop an action plan. (question # 6 or questions 6, 7, 8, and 9)

Employer Participation

Ask employers if they would provide a letter of reference to a local bank in support of a student employee applying for a checking account.

Vocabulary

check register	supervisors
stubs	finances
cosigners	

Coordinator Notes

Activity # 86 Name____________________________

TITLE: Opening a Checking Account

The rules for opening a checking account are different from bank to bank. Generally, anyone can open a checking account in California. If you are a minor, the final approval is up to the bank's branch manager.

Having a checking account can be very helpful. However, there are some possible drawbacks. This is very true if you are under 18 years of age.

Advantages	Possible Drawbacks to Minors
- Good way to pay bills.	- Hard to get credit without using parents as cosigners.
- Cheaper way to pay bills. Mail is cheaper than making a trip to the place.	- May find it hard to balance a bank statement and keep proper records.
- Check register or stubs are good way to keep record of payments.	- Difficult to cash check without driver's license and credit card for identification.
- Cancelled check is proof of payment.	- Need to learn to write checks properly so that they cannot be changed.
- Money in checking account is safe.	- Is difficult to get future credit if account is misused.
- Can help serve as a good reference.	

If you decide that you would like to open a checking account, the following are suggested:

- Choose a bank where you and/or your parents are known.
- Bring one of your parents with you.

Activity # 86 continued page 2 Name__________________________

- Bring a letter of support from your work supervisor.

- Show that you are mature and have the ability to handle your own finances.

Directions: Answer the following regarding the decision to open a checking account:

1. Do you know how to write a check properly? Yes_____ No_____

2. Do you know how to use a check register? Yes_____ No_____

3. Can you balance a bank statement? Yes_____ No_____

4. Why do you want to open a checking account? ______________________

____

____

____

5. What are some of the limits to opening a checking account at this time? ____

____

____

6. Are you going to open a checking account? Yes_____ No_____

7. If you are going to open a checking account, how are you going to do it? ____

____

____

8. When are you going to open your checking account? ________________

____

9. How are you going to use your checking account? __________________

____

____

Activity # 87 TITLE: Opening a Savings Account

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	☒
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	☒
Decision-Making Skills	II	☒
Planning	JJ	☒

This activity is designed for students who do not have a savings account. (# 33)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete activity within one classroom period but may need time outside of class to determine appropriate action.

Main Idea

Have plans to use the savings account to reach a goal. (questions # 1 and # 2)

Employer Participation

Ask employers if their company has a savings or investment plan for employees.

Vocabulary

identification
signature
qualify

Coordinator Notes

Activity # 87 Name____________________________

TITLE: Opening a Savings Account

There are many reasons why people usually save their money. Some save it to get married or use it for their education. Some buy a new car or have it just in case of an emergency. These are a few reasons why you may want to save your money and open a savings account.

Opening a regular savings passbook account is easy. Although some banks and savings and loans differ on their rules, the following are usually needed:

- A social security number.
- Identification--A driver's license or school I.D. are enough.
- A completed signature card--This card is important because it is a model for your signature. As you grow older and your handwriting changes, you should complete a new signature card.
- Some banks and savings and loans require a minimum amount of money for a person to open an account. However, if you are under 18 years of age, this rule is often dropped.

Banks and savings and loans offer a number of different savings plans. A visit is the best way to find out for which plans you qualify. In deciding about a savings plan, you should think about the following:

- How much interest can your money earn?
- How safe is your money?
- How easily can you get your money without paying a penalty?
- How easy is it for you?

In order to make sure you use your savings account correctly, you need to set some goals for yourself.

Activity # 87 continued page 2 Name________________________

Directions: Answer the following only if you have decided to open a savings account:

1. Why do you want to open a savings account? ________________

2. How are you going to make sure your savings account grows? ______

3. When are you planning to open your savings account? ________

4 How will you know if your savings account has been good for you?

Activity # 88 TITLE: A Monthly Budget

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	☒
Related Experiences	E	☒
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	☒
Decision-Making Skills	II	
Planning	JJ	☒

This activity is designed for all students in the class, with special attention given to those students who placed a diagonal in box 88 of their student plan. (# 34)

Methods

Individual activity

Resources

- Classroom instruction
- Community experiences

Time

Student will probably need more than one classroom period to complete assignment properly.

Main Idea

Develop a plan of action. (question # 7 or questions # 7 and # 8)

Employer Participation

Ask employers what action is taken when a budget item is exceeded.

Vocabulary

realistic variable
expenses estimation

Coordinator Notes

Activity # 88 Name______________________________

TITLE: A Monthly Budget

We use a budget to collect and hold the information needed to plan ahead. We often say budget your time, organize it.

When we collect, hold, and organize information about how much money we need to spend each month, we have developed a monthly budget.

This activity will help you develop a realistic monthly budget. In this activity, you will look at two types of living expenses. The first type is variable monthly living expenses. This type you have some control over. A variable expense item can be changed by you a little from month to month. For example, if you make an effort to keep extra lights off in a house, your electric bill will be lower. The other type of monthly living expense is fixed monthly expenses. The fixed type are the ones you've set as non-variable or that have been set by someone else. They are usually long term and won't change for several months or even years. Most of these expenses are called payments.

Directions: Read each question or statement carefully and fill in the right response. In this activity, you will need to begin with item # 1 and work through each step.

1. What is your current net pay (take home) each month? $___________

2. On the Monthly Budget, page 4 of this activity, fill in the amount of money you spend on each budget item each month. If you do not spend any money on a budget item, place a 0 on that line.

3. Using the Monthly Budget on page 4, compute your total monthly output. Your total monthly output is $___________.

Activity # 88 continued page 2 Name______________________

4. Subtract your total monthly output from your monthly net pay.

Monthly Net Pay (question # 1) $______________

- Total Monthly Output (question # 3) - ______________

= Amount to be invested or added to your extra cash or savings account $______________

5. Since our life-styles are always changing, our budgets will also change. Look over the list of budget items that you did not spend any money on. List any of those items you will be adding to your budget in the next three years. Show the amount of money each will need each month.

______________________________ $______________

______________________________ ______________

______________________________ ______________

______________________________ ______________

______________________________ ______________

______________________________ ______________

______________________________ ______________

______________________________ ______________

______________________________ ______________

______________________________ ______________

______________________________ ______________

______________________________ ______________

______________________________ ______________

Total Budget Increase . . . . $______________

Activity # 88 continued page 3 Name____________________________

6. Add your budget increase to your total monthly output.

Budget Increases (question # 5) $_______________

+ Total Monthly Output (question # 3) +_______________

= Estimation of your total monthly output in three years $_______________

7. Will your total monthly output in three years (question # 6) be more than your current net pay (question # 1)? Yes_____ No_____

8. If you answered question # 7 with a yes, check the box below that shows what you are going to do about it.

☐ Get a raise.	_____	See Activity # 71.
☐ Get a new job.	_____	See Activity # 20, etc.
☐ Get a promotion and raise.	_____	See Activities # 71 & # 72.
☐ Cut back on expenses.	_____	
☐ Go back to school/or get other education & training.	_____	See Activity # 17.

Activity # 88 continued page 4

Name ______________________

Monthly Budget

Variable Monthly Living Expenses

Food, Beverages, Sundries ______

Automobile:
- a. Servicing ______
- b. Operation ______
- c. Minor Repairs ______
- d. Gas ______

Total Automobile ______

Utility Bills:
- a. Electricity ______
- b. Gas ______
- c. Water ______
- d. Garbage ______
- e. Telephone ______
- f. Cable T.V. ______

Total Utility Bills ______

Subscriptions:
- a. Newspapers ______
- b. Magazines ______

Total Subscriptions ______

Others:
- a. Laundry & Cleaning ______
- b. Clothing ______
- c. Credit Cards ______
- d. Incidental Expenses ______
- e. Medical & Dental ______
- f. Dues - Union/Club ______
- g. Education ______
- h. Charity Contributions ______
- i. Religious Contributions ______
- j. Hobbies ______
- k. Entertainment ______
- l. Miscellaneous ______

Total Others ______

Total Variable Monthly Living Expenses ______
(To get the total variable monthly living expenses
add up all the above monthly living expenses.)

Fixed Monthly Living Expenses

- a. Rent ______
- b. Insurance - Car ______
- c. Car Payments ______
- d. Home/Apartment Insurance ______
- e. Appliances/Furniture ______
- f. Personal Loans ______
- g. Savings Plan ______
- h. Investment Payment ______
- i. Others ______

Total Fixed Monthly Living Expenses ______

TOTAL MONTHLY OUTPUT ______

Total Variable Monthly Living Expenses
+ Total Fixed Monthly Living Expenses

= Total Monthly Output

Activity # 89 TITLE: Setting Financial Goals

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		☒
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	
Finances	HH	☒
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who do not have a plan to reach a financial goal. (# 35)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete activity within one classroom period but may need time outside of class to research answers.

Main Idea

Your raises during the year must exceed the inflationary increase for you to be able to buy more goods and services. (# 7)

Employer Participation

Ask employers how inflation has affected their hiring policies.

Vocabulary

inflationary
inflation
financial
salary
predicted
salaries
classified ad

Coordinator Notes

Activity # 89 Name______________________

TITLE: Setting Financial Goals

Many people are confused when they get an inflationary raise. They think they can buy more because they have more dollars.

How much money is enough?

What if your salary increased by 10% this year? Do you think you could buy more than last year? If you said no, you are right. Inflation is the monster that takes large bites out of your salary. In 1986, inflation went up about 3%. This means that what a person paid $4.00 for in 1985 cost almost $4.12 by the end of 1986.

Let's look at a paycheck. A person making $3.50 an hour in 1985 would have to have made $3.61 an hour in 1986 to match inflation. This person could then have afforded to buy just what was bought a year ago, no more but no less.

The way to figure how much an hour you need to make this year to buy the same things you bought last year is shown below.

$$\text{Current hourly pay} + \left(\text{Current hourly pay} \times \frac{\text{\% of inflation}}{100}\right) = \text{Needed hourly pay}$$

Let's look at a plumber who made $16.00 per hour in 1985.

$$\$16.00 + \left(\$16.00 \times \frac{3}{100}\right) = \$16.00 + \$\ .48 = \$16.48$$

A plumber would have to have made $16.48 per hour to stay even with inflation.

Directions: Answer the questions on the next pages.

Activity # 89 continued page 2 Name__________________________

1. How much money do you make an hour? $____________

2. What is the predicted inflationary increase this year? ______%

3. How much will you need to make an hour by the end of the year just to stay even and buy what you've always bought? $____________. (Use the formula on page 1 of this activity and the figures in questions # 1 and # 2 above.)

4. Are you going to get that type of raise this year? Yes_____ No_____. If not, what can you do about it?___________________________

____

____

5. There are some long-term estimates of what inflation does to your income. The following table is one such estimate. It is based on the guess that the rate of inflation will be the same between 1990 and 2000 as it was between 1980 and 1990. Answer the questions below about the chart:

What Inflation Does to Salaries

If you had this income in 1980.	$5000	10,000	20,000	30,000	40,000	50,000	100,000
You'll need this to stay even in 1990.	$10,676	22,522	46,744	73,171	98,356	121,556	221,677
You'll need this to stay even in 2000.	$25,697	55,941	118,689	177,405	231,024	280,417	493,574

a. If you earned $5000 in 1980, how much will you need to make by 2000 to just stay even? $____________

b. If you made $15,000 in 1980, how much would you have to make in 1990 to just stay even? $____________

Activity # 89 continued page 3 Name__________________________

6. What would be the problems of not getting a raise equal to inflation?

____

____

____

____

7. What are the ways you can beat inflation and increase your buying power?

____

____

____

____

8. Look in the jobs area of the classified ad section of a newspaper. Find two ads that state the cost of living (inflationary) increases as part of their pay package. Attach these ads to this page.

Activity # 90 TITLE: Your Paycheck, or Where Did All My Money Go?

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	☒
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	☒
Finances	HH	☒
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who do not understand payroll deductions. (# 36)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete activity within one classroom period.

Main Idea

Knowledge of the amount and reason for each deduction. (question # 2)

Employer Participation

Ask employers about the variety of items deducted from their company's paychecks.

Vocabulary

insurance
contribution
mandatory
deductions
employer
employee
withholding
exemption
deduct
circular
publication
pamphlets

Coordinator Notes

Activity # 90 Name____________________________

TITLE: Your Paycheck, or Where Did All My Money Go?

Have you looked at your paycheck and wondered how you could earn so much but take home so little? Where did all of your money go? You might also wonder if you will ever see any of it again. This activity will help you find answers to these and other questions you might have about your paycheck.

A few words you will need to know - Before you begin working with your paycheck and its deductions, you will need to understand the following words:

Gross Earnings - Your hourly pay times the number of hours you have worked in a pay period.

Payroll Deductions - The amount taken out of your paycheck for taxes, insurance, etc.

Net Pay - Your gross earnings minus all of your payroll deductions.

Mandatory Fixed Deductions - Deductions that are made by various state and federal agencies to pay the cost of government or special programs.

FICA - On your paycheck you will find a deduction marked FICA tax. FICA stands for the Federal Insurance Contributions Act. Most people call this deduction social security tax. The benefits from the tax include retirement income, disability income, survivors' benefits, and medicare. At this time, the employee pays one half of his deduction. The employer pays the other half.

Fed. Inc. Tax - Federal Income Tax Withholding is taken out of everyone's paycheck. However, exemptions from withholding can be

Name___________________________

claimed. You may do this if you did not make enough money to be taxed last year and expect the same amount or less this year. If your employer did take income tax withholding from your check this year, you may get it back (all or part) by filing for a tax refund at the end of the year.

SDI - State Disability Insurance is not mandatory for work experience education students. Generally, though, it is deducted. This deduction is 1% of your gross pay. You will get a return from this insurance if you get hurt off the job and are not able to work because of the injury. On-the-job injuries are covered under Workers' Compensation Insurance. Your employer pays this deduction.

State Inc. Tax - State Income Tax Withholding is deducted by the state to pay for different governmental agencies and programs. For most work experience education students, this tax is not deducted. You need to make over a certain amount every two-week period to have this tax deducted.

Directions: In the first part of this activity, you will figure the payroll deductions for a person making minimum wage and working a 40-hour work week. Your coordinator will tell you what to put in the percentage column, and you will figure the deductions. In the second part of this activity, you will figure the deductions for your own paycheck.

1. John King's Paycheck

John King works at Strong Tires and works a 40-hour week. Since he is a new employee, he makes $3.35 per hour. John's gross earnings per week are 40 hours per week times $3.35 per hour. How much does John gross per week?

Name________________________

Gross Earnings (40 Hr.) X ($3.35/Hr.)........$_______ 100 %

Less payroll deductions:

a. Federal Income Tax.......................$_______ _______%

b. California Income Tax....................$_______ _______%

c. FICA Tax.................................$_______ _______%

d. S.D.I. Tax...............................$_______ _______%

e. Other....................................$_______ _______%

Total Withholding (Add Items a through e above.)..$_______ _______%

Net Pay - Take Home Pay (Subtract Total Withholding from Gross Earnings.)....................$_______ _______%

2. Your Paycheck

Now, it is your turn to find out about your own paycheck. Answer the following and see if you can figure your net pay:

How many hours do you work each week? _______hours per week

How much do you make per hour?........$_______per hour

What are your gross earnings per week?$_______

Gross Earnings = (# hours per week) X ($ per hour)

Gross Earnings..............................$_______ _______%

Less payroll deductions:

a. Federal Income Tax.......................$_______ _______%

b. California Income Tax....................$_______ _______%

c. FICA Tax.................................$_______ _______%

d. S.D.I. Tax...............................$_______ _______%

e. Other....................................$_______ _______%

Total Withholding (Add Items a through e above.)..$_______ _______%

Net pay - Take Home Pay (Subtract Total Withholding from Gross Earnings.)....................$_______ _______%

Name________________________

PAYROLL DEDUCTION INFORMATION

Most of the information you will need to update this chart is in the Department of the Treasury/IRS Circular "E" and supplement. This circular is Publication # 15. It can be ordered from the IRS each year. The remainder of the information needed can be found in the tax and deductions pamphlets through the Franchise Tax Board of the State of California.

	1986	1987	1988
FICA	6.13%		
Fed. Inc. Tax	See current tax tables in Circular C.		
SDI	.009%		
State Inc. Tax	See current tax tables in State Tax Guide.		
Others:			

Activity # 91

TITLE: The W-4

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES **Knowledge of**		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	☒
Taxes	GG	☒
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	☒

This activity is designed for students who do not understand how the amount of money deducted for income tax is determined. (# 37)

Methods

Individual activity

Resources

- Classroom instruction

Time

Student can complete activity within one classroom period.

Main Idea

Understand that the amount of money deducted for income tax each pay period is based on the W-4. (question # 1)

Employer Participation

Ask employers how an employee can change his or her W-4 form.

Vocabulary

Employee's Withholding Allowance Certificate
federal
withhold
marital
allowances
qualify
exemption
employer

Coordinator Notes

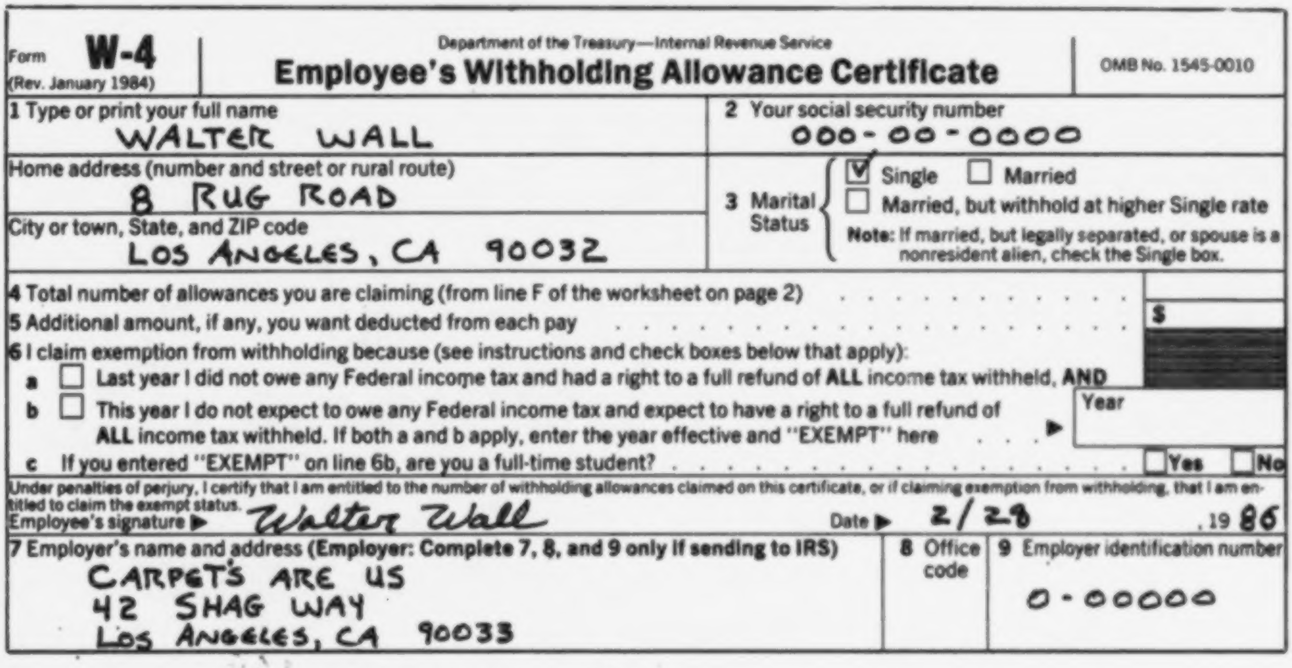
Activity # 91 Name ____________________

TITLE: The W-4

When you started on your current job, you had to complete many forms. One of these forms was the W-4---Employee's Withholding Allowance Certificate. What you put on this form will decide how much money will be taken from your pay for federal income taxes. The federal income tax system works on a pay-as-you-go-basis. This means that when you received your first paycheck, you became a taxpayer. Your boss must withhold that tax from your pay and give it to the government.

The amount of tax your employer withholds from your pay depends on:

- The amount of money you make
- Your marital status
- The number of allowances you claim on your W-4 form



Form **W-4** (Rev. January 1984)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Allowance Certificate

OMB No. 1545-0010

1 Type or print your full name: WALTER WALL

2 Your social security number: 000-00-0000

Home address (number and street or rural route): 8 RUG ROAD

City or town, State, and ZIP code: LOS ANGELES, CA 90032

3 Marital Status: ☑ Single ☐ Married ☐ Married, but withhold at higher Single rate

Note: If married, but legally separated, or spouse is a nonresident alien, check the Single box.

4 Total number of allowances you are claiming (from line F of the worksheet on page 2) . . . .

5 Additional amount, if any, you want deducted from each pay . . . . $

6 I claim exemption from withholding because (see instructions and check boxes below that apply):

a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of **ALL** income tax withheld, **AND**

b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of **ALL** income tax withheld. If both a and b apply, enter the year effective and "EXEMPT" here . . . ▶ Year

c If you entered "EXEMPT" on line 6b, are you a full-time student? . . . . ☐ Yes ☐ No

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ Walter Wall Date ▶ 2/28 , 19 86

7 Employer's name and address (Employer: Complete 7, 8, and 9 only if sending to IRS)

CARPET'S ARE US
42 SHAG WAY
LOS ANGELES, CA 90033

8 Office code

9 Employer identification number: 0-00000

Activity # 91 continued page 2 Name________________________

Each allowance you claim lowers the amount of tax taken from your paycheck. If you claim 2 allowances, the taxes taken from your paycheck will be lower than if you claimed 0 allowances. The worksheet below lists all the possible allowance claims. If you are a high school student, single, and working part-time, you would most likely use two possible allowances:

- Line A - You can get one allowance for yourself.
- Line B - You can get this special allowance if you are single and if you have only one employer.

You could also choose to claim 0 allowances. You may also qualify for an exemption from withholding, as discussed on page 3 of this activity.

Worksheet to Figure Your Withholding Allowances to be Entered on Line 4 of Form W-4

A Personal allowances . . . . ▶ A 1

B Special withholding allowance (not to exceed 1 allowance—see instructions on page 1) . . . . ▶ B 1

C Allowances for dependents . . . . ▶ C

If you are not claiming any deductions or credits, skip lines D and E.

D Allowances for estimated deductions:

1 Enter the total amount of your estimated itemized deductions, alimony payments, qualified retirement contributions including IRA and Keogh (H.R. 10) plans, deduction for a married couple when both work, business losses including net operating loss carryovers, moving expenses, employee business expenses, penalty on early withdrawal of savings, and charitable contributions for nonitemizers for the year . . . . ▶ 1 $

2 If you do not plan to itemize deductions, enter $500 on line D2. If you plan to itemize, find your total estimated salaries and wages amount in the left column of the table below. (Include salaries and wages of both spouses.) Read across to the right and find the amount from the column that applies to you. Enter that amount on line D2. . . . . . . ▶ 2 $

Estimated salaries and wages from all sources:	Single and Head of Household Employees (only one job)	Married Employees (one spouse working and one job only)	Employees with more than one job or Married Employees with both spouses working [1]
Under $15,000	$2,800	$3,900	40% of estimated salaries and wages
15,000-35,000	2,800	3,900	23% of estimated salaries and wages
35,001-50,000	8% of estimated salaries and wages	3,900	20% of estimated salaries and wages
Over $50,000	10% of estimated salaries and wages	7% of estimated salaries and wages	18% of estimated salaries and wages

3 Subtract line D2 from line D1 (But not less than zero) . . . . ▶ 3 $

4 Divide the amount on line D3 by $1,000 (increase any fraction to the next whole number). Enter here . . . . ▶ D

E Allowances for tax credits and income averaging: use Table 1 above for figuring withholding allowances

1 Enter tax credits, excess social security tax withheld, and tax reduction from income averaging $

2 Enter the column (A) amount from Table 1 for your salary range and filing status (single, etc.). However, enter 0 if you claim 1 or more allowances on line D4 . . . . $

3 Subtract line 2 from line 1 (If zero or less, do not complete lines 4 and 5) . . . . . . $

4 Find the column (B) amount from Table 1 for your salary range and filing status . . . . . . $

5 Divide line 3 by line 4. Increase any fraction to the next whole number. This is the maximum number of withholding allowances for tax credits and income averaging. Enter here . . . . ▶ E

Example: A taxpayer who expects to file a Federal income tax return as a single person estimates annual wages of $12,000 and tax credits of $650. The $12,000 falls in the wage bracket of under $15,000. The value in column (A) is 90. Subtracting this from the estimated credits of 650 leaves 560. The value in column (B) is 150. Dividing 560 by 150 gives 3.7. Since any fraction is increased to the next whole number, show 4 on line E.

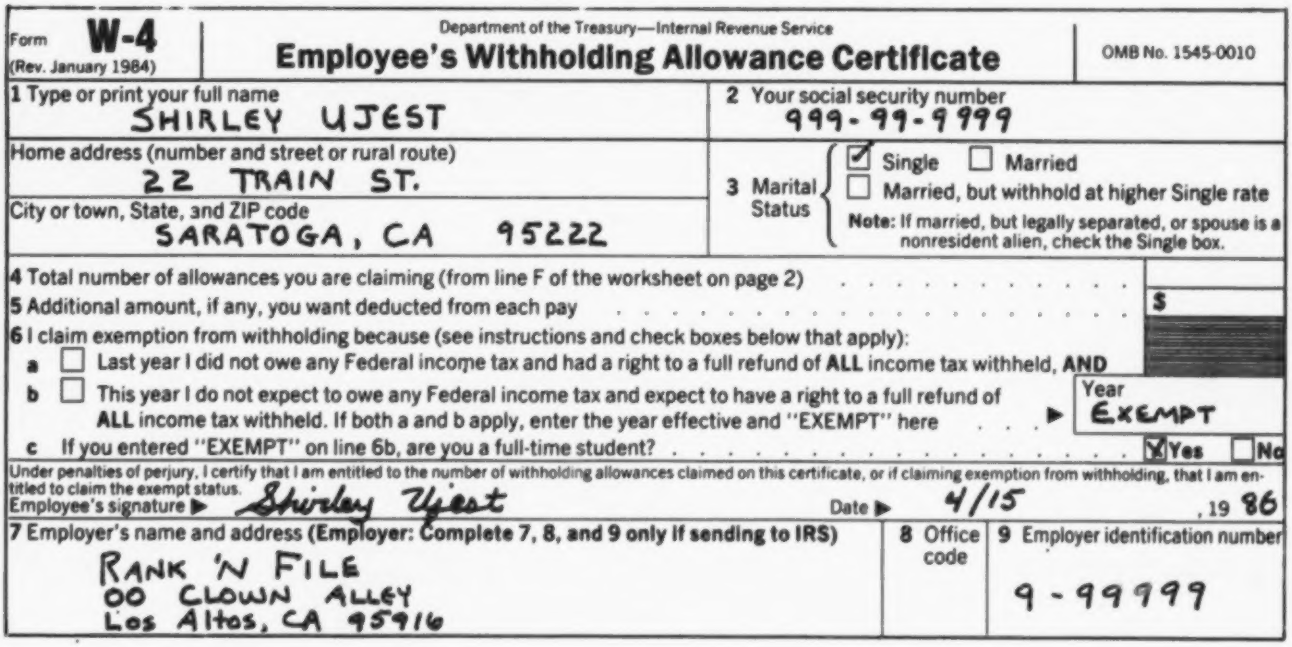
F Total (add lines A through E). Enter total here and on line 4 of Form W-4 . . . . ▶ F 2

Your employer will not withhold any income tax from your pay if you claim an exemption from withholding. You can claim an exemption if you:

- Did not pay any income taxes last year.

- Do not expect to make enough money to pay income taxes during the current year. For example, if you made under $3300 in 1979, you did not have to pay any taxes. Each year this figure changes. Know the current amount before asking for an exemption.

Below is an example of how to do a W-4 form if you are claiming an exemption.



Form **W-4** (Rev. January 1984)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Allowance Certificate

OMB No. 1545-0010

1 Type or print your full name: SHIRLEY UJEST

2 Your social security number: 999-99-9999

Home address (number and street or rural route): 22 TRAIN ST.

City or town, State, and ZIP code: SARATOGA, CA 95222

3 Marital Status: ☑ Single ☐ Married ☐ Married, but withhold at higher Single rate

Note: If married, but legally separated, or spouse is a nonresident alien, check the Single box.

4 Total number of allowances you are claiming (from line F of the worksheet on page 2) . . . .

5 Additional amount, if any, you want deducted from each pay . . . . $

6 I claim exemption from withholding because (see instructions and check boxes below that apply):

a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of **ALL** income tax withheld, **AND**

b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of **ALL** income tax withheld. If both a and b apply, enter the year effective and "EXEMPT" here . . . . ▶ Year EXEMPT

c If you entered "EXEMPT" on line 6b, are you a full-time student? . . . . ☒ Yes ☐ No

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ Shirley Ujest Date ▶ 4/15, 19 86

7 Employer's name and address (Employer: Complete 7, 8, and 9 only if sending to IRS)

RANK 'N FILE
00 CLOWN ALLEY
Los Altos, CA 95916

8 Office code

9 Employer identification number: 9-99999

You must file a new W-4 form every time you start to work for a new employer. You must also file a new W-4 with the same employer when conditions change that would affect your tax; for example, you get married.

Activity # 91 continued page 4 Name____________________________

There is a difference between claiming 0, 1, or 2 allowances. Let's look at three high school students working for the same employer 20 hours a week and each making $3.50 an hour. They get paid every other week and earn $140 each pay period (40 hours X $3.50). For the year, they each earned $3640. The federal income tax on $3640 is $46.00. The only difference between the three students was the number of allowances they claimed on their W-4 form.

- Allan Miller, Column A, claims 2 allowances.
- Rhonda Walters, Column B, claims 1 allownace.
- Steve Rizzo, Column C, claims 0 allowances.

Directions: Use the chart on page 5 of this activity. Check your ability to follow directions and do math. Complete the blanks in columns B and C on lines 3, 5, 7, or 8.

	A	B	C
1. Amount earned for pay period	$140	$140	$140
2. Number of allowances claimed	2	1	0
3 Amount withheld for income tax (from chart on page 5)	$1.60	$	$
4. Total amount earned for the year	$3640	$3640	$3640
5. Total income tax withheld for the year (amount on line 3 X 26)	$41.60	$	$
6. Total tax on $3640	$46.00	$46.00	$46.00
7. If line 5 is larger than line 6, enter the amount to be refunded.			
8. If line 6 is larger than line 5, enter the amount owed to the government.	$4.40		

Activity # 91 continued page 5 Name____________________

SINGLE Persons — BIWEEKLY Payroll Period

And the wages are—		And the number of withholding allowances claimed is—										
At least	But less than	0	1	2	3	4	5	6	7	8	9	10 or more
		The amount of income tax to be withheld shall be—										
$0	$54	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
54	56	.10	0	0	0	0	0	0	0	0	0	0
56	58	.40	0	0	0	0	0	0	0	0	0	0
58	60	.70	0	0	0	0	0	0	0	0	0	0
60	62	1.00	0	0	0	0	0	0	0	0	0	0
62	64	1.30	0	0	0	0	0	0	0	0	0	0
64	66	1.60	0	0	0	0	0	0	0	0	0	0
66	68	1.90	0	0	0	0	0	0	0	0	0	0
68	70	2.20	0	0	0	0	0	0	0	0	0	0
70	72	2.50	0	0	0	0	0	0	0	0	0	0
72	74	2.80	0	0	0	0	0	0	0	0	0	0
74	76	3.10	0	0	0	0	0	0	0	0	0	0
76	78	3.40	0	0	0	0	0	0	0	0	0	0
78	80	3.70	0	0	0	0	0	0	0	0	0	0
80	82	4.00	0	0	0	0	0	0	0	0	0	0
82	84	4.30	0	0	0	0	0	0	0	0	0	0
84	86	4.60	0	0	0	0	0	0	0	0	0	0
86	88	4.90	0	0	0	0	0	0	0	0	0	0
88	90	5.20	0	0	0	0	0	0	0	0	0	0
90	92	5.50	0	0	0	0	0	0	0	0	0	0
92	94	5.80	0	0	0	0	0	0	0	0	0	0
94	96	6.10	.30	0	0	0	0	0	0	0	0	0
96	98	6.40	.60	0	0	0	0	0	0	0	0	0
98	100	6.70	.90	0	0	0	0	0	0	0	0	0
100	102	7.00	1.20	0	0	0	0	0	0	0	0	0
102	104	7.30	1.50	0	0	0	0	0	0	0	0	0
104	106	7.60	1.80	0	0	0	0	0	0	0	0	0
106	108	7.90	2.10	0	0	0	0	0	0	0	0	0
108	110	8.20	2.40	0	0	0	0	0	0	0	0	0
110	112	8.50	2.70	0	0	0	0	0	0	0	0	0
112	114	8.80	3.00	0	0	0	0	0	0	0	0	0
114	116	9.10	3.30	0	0	0	0	0	0	0	0	0
116	118	9.40	3.60	0	0	0	0	0	0	0	0	0
118	120	9.70	3.90	0	0	0	0	0	0	0	0	0
120	124	10.10	4.30	0	0	0	0	0	0	0	0	0
124	128	10.70	4.90	0	0	0	0	0	0	0	0	0
128	132	11.40	5.50	0	0	0	0	0	0	0	0	0
132	136	12.10	6.10	.40	0	0	0	0	0	0	0	0
136	140	12.80	6.70	1.00	0	0	0	0	0	0	0	0
140	144	13.60	7.30	1.60	0	0	0	0	0	0	0	0
144	148	14.30	7.90	2.20	0	0	0	0	0	0	0	0
148	152	15.00	8.50	2.80	0	0	0	0	0	0	0	0
152	156	15.70	9.10	3.40	0	0	0	0	0	0	0	0
156	160	16.40	9.70	4.00	0	0	0	0	0	0	0	0
160	164	17.20	10.30	4.60	0	0	0	0	0	0	0	0
164	168	17.90	11.00	5.20	0	0	0	0	0	0	0	0
168	172	18.60	11.70	5.80	0	0	0	0	0	0	0	0
172	176	19.30	12.40	6.40	.60	0	0	0	0	0	0	0
176	180	20.00	13.10	7.00	1.20	0	0	0	0	0	0	0
180	184	20.80	13.80	7.60	1.80	0	0	0	0	0	0	0
184	188	21.50	14.60	8.20	2.40	0	0	0	0	0	0	0
188	192	22.20	15.30	8.80	3.00	0	0	0	0	0	0	0
192	196	22.90	16.00	9.40	3.60	0	0	0	0	0	0	0
196	200	23.60	16.70	10.00	4.20	0	0	0	0	0	0	0
200	210	24.90	18.00	11.10	5.30	0	0	0	0	0	0	0
210	220	26.70	19.80	12.90	6.80	1.00	0	0	0	0	0	0
220	230	28.50	21.60	14.70	8.30	2.50	0	0	0	0	0	0
230	240	30.30	23.40	16.50	9.80	4.00	0	0	0	0	0	0
240	250	32.10	25.20	18.30	11.30	5.50	0	0	0	0	0	0
250	260	33.90	27.00	20.10	13.10	7.00	1.20	0	0	0	0	0

Activity # 91 continued page 6 Name____________________________

Directions: Complete the following questions:

1. What is the difference between claiming 0, 1, or 2 allowances?

____

____

____

____

____

2. Say you were in the same situation as the three students described on page 4 of this activity. You work 20 hours a week, making $3.50 an hour. How many allowances would you claim? 0_____ 1_____ 2_____

Why? ____

____

____

3. If you claim an exemption from withholding (as described on page 3 of this activity), does this mean that you will not pay any taxes during the year? Yes_____ No_____ Why? ___________________________

____

____

4. How many allowances have you claimed on your W-4? ______________

5. Do you think you should change your W-4 allowances? Yes_____ No_____ If so, how would you do it?________________________________

____

6. Why would a person ever want to change the number of allowances claimed on a W-4? ____

____

____

Activity # 92 **TITLE: The W-2**

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	☒
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	☒
Finances	HH	
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who do not understand the purpose of a W-2 form. (# 38)

Methods

Individual activity

Resources

- Classroom instruction

Time

Student can complete activity within one classroom period.

Main Idea

To understand the importance of a correct W-2 form. (question # 4)

Employer Participation

Ask employers how an employee can check the information on his or her W-2 at their place of business.

Vocabulary

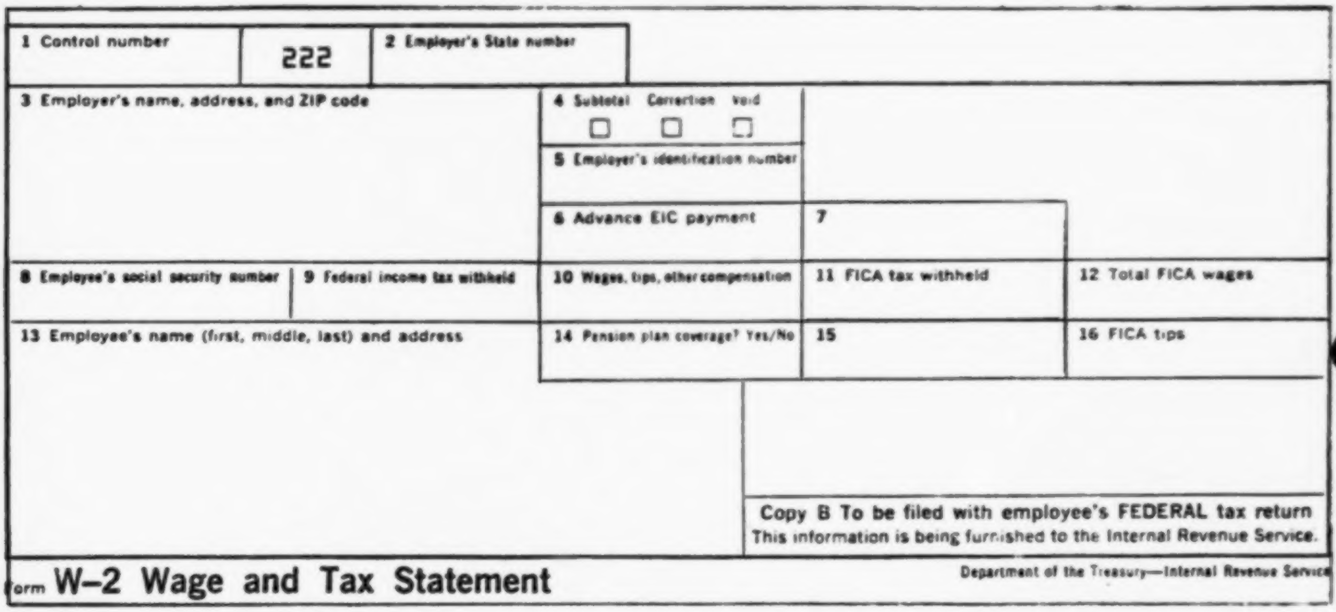
Internal Revenue Service (IRS)
identification
deduct
stub
entries

Coordinator Notes

Activity # 92 Name____________________________

TITLE: The W-2

The W-2 (Wage and Tax Statement) is an Internal Revenue Service form prepared by your employer. Every employer you work for during the year must send you a W-2 form for the time you worked. If you worked until the end of the year, your employer must send a W-2 to you by January 31 of the following year. If you worked only part of the year, you may receive the W-2 soon after you leave your job.



1 Control number

222

2 Employer's State number

3 Employer's name, address, and ZIP code

4 Subtotal ☐ Correction ☐ Void ☐

5 Employer's identification number

6 Advance EIC payment

7

8 Employee's social security number

9 Federal income tax withheld

10 Wages, tips, other compensation

11 FICA tax withheld

12 Total FICA wages

13 Employee's name (first, middle, last) and address

14 Pension plan coverage? Yes/No

15

16 FICA tips

Copy B To be filed with employee's FEDERAL tax return
This information is being furnished to the Internal Revenue Service.

Form W-2 Wage and Tax Statement

Department of the Treasury—Internal Revenue Service

The W-2 form includes the following information:

- Your employer's name, address, and identification number
- Your social security number, name, and address
- The federal income tax withheld from your pay
- The wages, tips, and other pay that you received
- The FICA (social security) tax deducted from your pay
- Your total FICA wages
- State tax withheld and possibly other information

Name________________________

The W-2 form is important because it provides you with a record of the wages you received during the year. You receive three copies of the W-2. You must send in Copy B with your income tax return. Keep Copy C for your own records. The other copy comes with your California State Income Tax return.

If you cannot get a Form W-2 from your employer, you must have a statement on another sheet of paper. The statement should have the following:

- Your name, address, and social security number
- Your employer's name and address
- Total wages you earned
- Total income tax withheld

Your paycheck stubs give you a record of your wages and income taxes withheld for each pay period. By adding the figures from all the stubs, you can get your total wages and income tax withheld. If you do not have all your stubs, you should then estimate your wages and taxes.

You should double-check all the information on each W-2 form. Do this for your own protection and benefit.

If you received a W-2 on which any of the entries is wrong, ask your employer to give you a new one that is marked Corrected by Employer. You should then file Copy B of the corrected Form W-2 with your completed return. File this along with Copy B of any other Form W-2 you may have received from other employers.

Activity # 92 continued page 3 Name______________________

Directions: Answer the following using your W-2 forms:

1. List all of the employers you received a W-2 form from last year. List them in the spaces provided across the top of the chart below.

2. Answer the questions listed in the chart below regarding the W-2 form you received from each of your employers. If the answer is yes, place a check (✓) in the space provided. If your answer is no, leave the space blank.

	EMPLOYER					
a. Is your named spelled correctly?						
b. Is your address correct?						
c. Is your social security number correct?						
d. Do you have all of your paycheck stubs?						
e. Does the amount of wages on your W-2 equal the total of your check stubs?						
f. Does the amount of FICA deductions on your W-2 equal your check stub amount?						
g. Does the amount of federal withholding on your W-2 equal your check stub amount?						
h. Does the amount of state withholding on your W-2 equal your check stub amount?						

3. What can you do now about the questions you answered no to in the above chart?____

____

____

4. Why is it important to double-check the information on your W-2 forms?____

____

____

Activity # 93 TITLE: The Form 1040A

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	☒
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	☒
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	
Written Communications	BB	☒
Following Directions	CC	☒
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	☒
Finances	HH	☒
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who need assistance in completing their income tax returns. (# 39)

Methods

Individual activity

Resources

- Classroom instruction
- Community contacts/resources
- Please order Understanding Taxes by October 1st. Order forms attached to this activity.

Time

Student can complete activity within one classroom period but may need time outside of class to complete assignment.

Main Idea

To help a person complete an income tax return

Employer Participation

Ask employers if they provide any assistance to their employees regarding their income tax returns.

Vocabulary

withholds
cashier
identification
gross
occupation
dependent
allowance
adjusted
liability
exemption
federal
income
employer

Coordinator Notes

Order Income Tax materials from the federal government during fall of the year.

Plan this activity between late January and the middle of February.

Activity # 93 Name____________________________

TITLE: The Form 1040A

To file an income tax return, taxpayers may use either Form 1040, Form 1040EZ, or Form 1040A. If you are single, in high school, and working part-time, you can use Form 1040A or 1040EZ. They are the simplest of the three forms. They require the following:

- Knowing the reasons why one must file an income tax return
- Ability to follow printed directions
- Ability to read a chart
- Ability to do simple math and/or use a small calculator

To understand the reasons for filing an income tax return, you should know the terms:

- Tax Liability - This is the amount of income tax you pay for the income you received for the year. Your tax liability is paid with money your boss withholds from your wages. This is done at each pay period.

- Tax Due - A tax due is the amount you owe on your tax liability. If you did not have enough taxes kept from your wages during the year, you will owe money on your tax liability. Tax due is usually paid when you file your income tax return.

- Tax Refund - If you have more taxes kept from your pay than your tax liability, you will get a refund. You must, however, file an income tax return to receive your refund.

In summary, you file an income tax return each year because:

- The laws requires you to. For example, if you were single and made at least $3430 in 1986, you were required by law to file a return. The lowest amount needed to file a return changes each year.

Name_________________________

- Your tax liability for the year is determined in this way.

- Your return is used to determine if you still owe on your tax liability or if you will receive a refund.

Check List

_____ W-2 forms from each employer.

_____ Information regarding total wages, etc., should be same as check stub totals.

_____ Other W-2 information correct - name, social security number, etc.

_____ Three copies of W-2.

Was money withheld for federal income tax? Yes_____ No_____

Was money withheld for California state income tax? Yes_____ No_____

Do I need to file a federal income tax return? Yes_____ No_____

Do I need to file a state income tax return? Yes_____ No_____

_____ Have 1040A forms for the correct year.

_____ Have instructional booklet for correct year.

____ Have "Understanding Taxes" guide from teacher/coordinator.

After completing 1040A -

_____ Did you check your figures?

_____ Did you check your math?

_____ Did you use the correct lines?

_____ Did you sign and date the 1040, 1040EZ, or 1040A form?

_____ Did you have the right address and envelope to mail return?

_____ Did you have a mailing label to use?

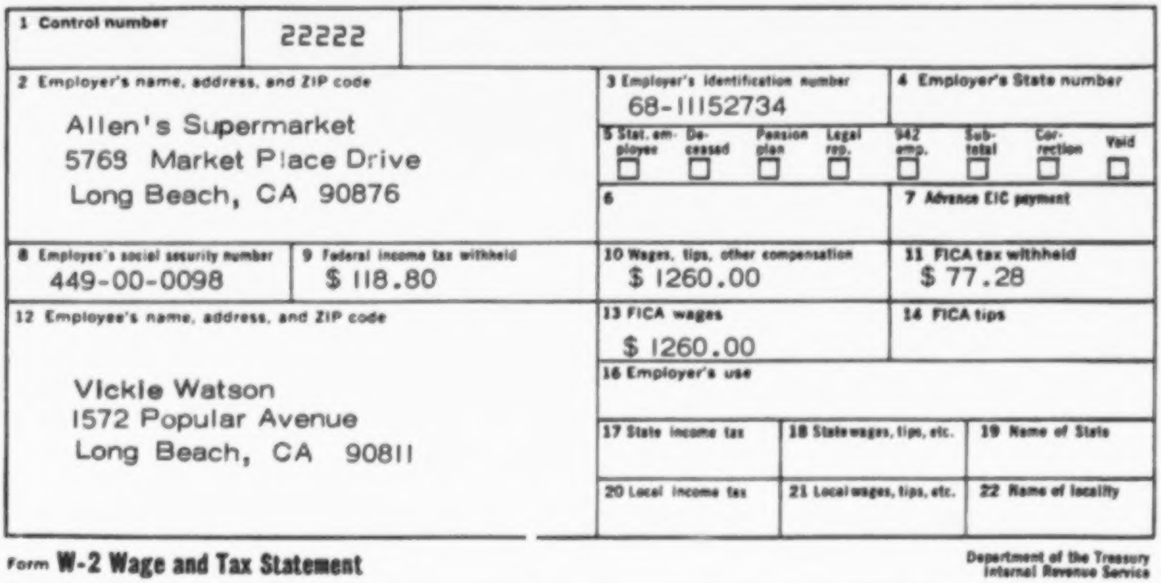
_____ Did you keep a copy for yourself?

_____ Have you included Copy B of your W-2 form with your return?

Activity # 93 continued page 3 Name ______________________

Directions: Use the information below regarding Vickie Watson and complete the parts of the Form 1040A that are requested in the following questions:

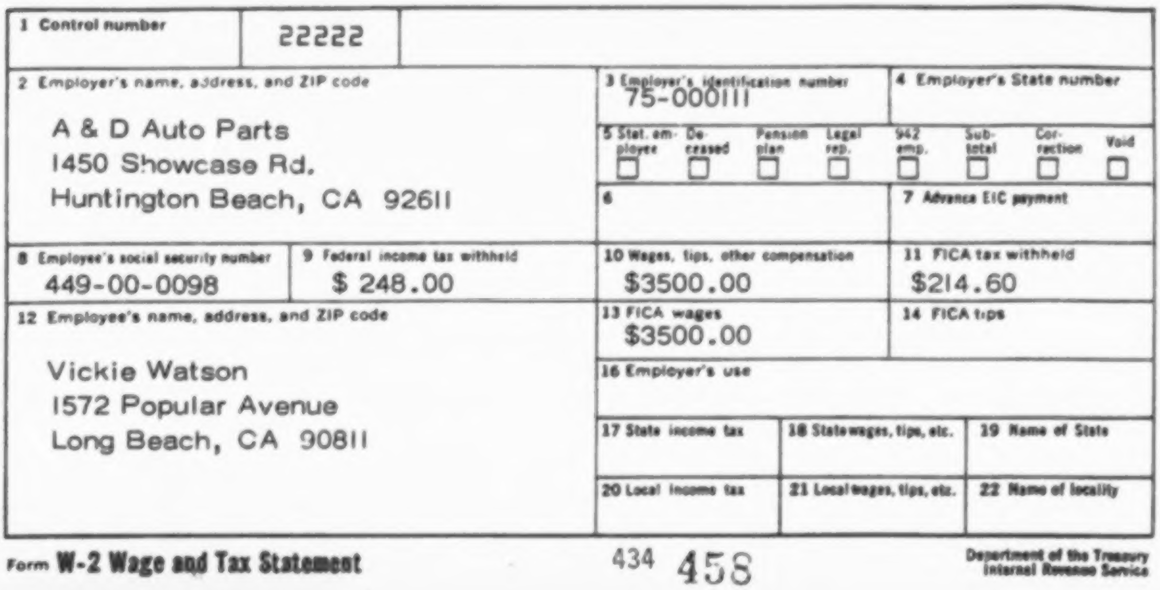
Situation: Vickie Watson is single, a senior in high school, and works part time at A&D Auto Parts as a cashier. She also worked at Allen's Supermarket during the summer. Vickie has a savings account that earned $46 interest, and she received the following W-2s from her employers:



1 Control number	22222		
2 Employer's name, address, and ZIP code Allen's Supermarket 5768 Market Place Drive Long Beach, CA 90876		3 Employer's identification number 68-11152734	4 Employer's State number
		5 Stat. employee ☐ Deceased ☐ Pension plan ☐ Legal rep. ☐	942 emp. ☐ Subtotal ☐ Correction ☐ Void ☐
		6	7 Advance EIC payment
8 Employee's social security number 449-00-0098	9 Federal income tax withheld $ 118.80	10 Wages, tips, other compensation $ 1260.00	11 FICA tax withheld $ 77.28
12 Employee's name, address, and ZIP code Vickie Watson 1572 Popular Avenue Long Beach, CA 90811		13 FICA wages $ 1260.00	14 FICA tips
		16 Employer's use	
		17 State income tax	18 State wages, tips, etc. / 19 Name of State
		20 Local income tax	21 Local wages, tips, etc. / 22 Name of locality

Form **W-2 Wage and Tax Statement**

Department of the Treasury
Internal Revenue Service



1 Control number	22222		
2 Employer's name, address, and ZIP code A & D Auto Parts 1450 Showcase Rd. Huntington Beach, CA 92611		3 Employer's identification number 75-000111	4 Employer's State number
		5 Stat. employee ☐ Deceased ☐ Pension plan ☐ Legal rep. ☐	942 emp. ☐ Subtotal ☐ Correction ☐ Void ☐
		6	7 Advance EIC payment
8 Employee's social security number 449-00-0098	9 Federal income tax withheld $ 248.00	10 Wages, tips, other compensation $3500.00	11 FICA tax withheld $214.60
12 Employee's name, address, and ZIP code Vickie Watson 1572 Popular Avenue Long Beach, CA 90811		13 FICA wages $3500.00	14 FICA tips
		16 Employer's use	
		17 State income tax	18 State wages, tips, etc. / 19 Name of State
		20 Local income tax	21 Local wages, tips, etc. / 22 Name of locality

Form **W-2 Wage and Tax Statement**

Department of the Treasury
Internal Revenue Service

Name___________________________

The following is an overview of the "Understanding Taxes" program. It is available free of charge. You can receive this program during January if you order it by October 1st. The addresses where the program is available are listed at the end of this activity.

Broad Objectives of the Understanding Taxes program:

---

1) To provide teachers and students with the best possible written and audiovisual instructional materials. These materials will assist in making students aware of the following:

    a) where government revenue comes from and the services it provides (federal budget)
    b) economic theories on which federal tax law is based
    c) the role of Congress as tax law maker
    d) functions of the IRS in its roles as taxpayer service provider, examiner of tax returns, and revenue collector
    e) how to complete a basic federal income tax return
    f) appeal rights under the law
    g) penalties for violation of the law
    h) responsibility to keep accurate tax records
    i) responsibility to prepare and file timely and accurate returns
    j) relations between the federal government and states
    k) current topics in taxation

2) To involve the states in a cooperative tax educational effort. This involvement includes cooperation with state departments of revenue, boards of education, state superintendents and their consumer education specialists, adult basic education specialists, school principals, and teachers:

    a) to increase the numbers of students to which this practical tax skills course would be offered
    b) to initiate teacher training in the use of program materials
    c) to work toward development, by states, of complementary tax instructional materials specific for each state
    d) to work toward acceptance in all states of the concept that basic tax information is a needed practical skill for all pre-adult and adult income earners, and that such information should be offered to all high school age students (including those in adult basic education, cooperative education and English as a second language programs).

Understanding Taxes 1985

Historical Background

The Understanding Taxes program began in 1954 when a group of Washington, D.C., teachers requested material from IRS that they could use to teach tax law and the role of taxes in society. The local Public Affairs Officer developed a basic package of material for the teachers to use. Although the materials were not designed specifically as educational materials, the teachers liked them, recommended them to other teachers, and the program had begun.

By the late fifties, the IRS was providing materials nationwide. Each year the number of users of the material has grown. In 1984 over five million student packages were distributed throughout the United States and to American schools in foreign countries.

During the late seventies, educators and IRS officials suggested expanding the Understanding Taxes program to include information on the "whys" of taxation. A study of the Understanding Taxes program was conducted which included interviews with teachers across the nation and reviews of teacher evaluations on the existing program. As a result of the study, Understanding Taxes contain additional topics and was put into a modular format.

1985 Program

The 1985 Understanding Taxes program includes material on economics, politics, state taxes, and taxpayer rights and responsibilities. The material is printed in modules. Each topic is in a separate unit which can stand alone as a lesson. Here is a listing of the module topics.

Module 1 - Taxpayer Responsibilities and Rights

Module 2 - How to Prepare An Income Tax Return

Module 3 - History of Taxation

Module 4 - Economics of Taxation

Module 5 - Politics of Taxation

Module 6 - State Taxes

Module 7 - Facts and Fallacies About the IRS

Module 8 - Glossary of Tax Terms

Module 9 - Current Issues in Taxation

With the modular format teachers find it easy to integrate Understanding Taxes into regular curricula. Since each module is designed to completely cover a topic, teachers find the materials more compatible with different subjects. The modules can be taught in any order. Modules on such topics as history, economics, and politics can be used in your curriculum whenever you find them appropriate with your overall course objectives.

New for 1985 is the *Tax Whys Understanding Taxes* video/film series. Consisting of six 15-minute programs, the series was cooperatively developed by the departments of education for the 50 states and the District of Columbia. The project was coordinated by the Agency for Instructional Television and the Joint Council on Economic Education.

Also new for 1985 are teacher workshops at the over 250 Centers for Economic Education. These workshops scheduled for the 1984/1985 school year will familiarize teachers with the *Tax Whys Understanding Taxes* series and provide guidance on how the series can be integrated with the *Understanding Taxes 1985* student guide and existing curricula.

Department of Treasury - Internal Revenue Service
Form 1742 (Rev. 7-84)

Understanding Taxes Materials

Student Text - Publication 21

The Understanding Taxes course book looks like the magazine section of a Sunday newspaper. Eight modules are included in the publication. When ordering your materials, please combine orders for all teachers in your school.

Form Blow-ups

Forms W-2, 1040EZ, 1040A, 1040 and Schedule A are available in a blown-up version. They are ideal for large classrooms where transparencies are hard to see. Some teachers put plastic over the figures column and work the problems with a grease pencil.

Teachers Guide - Publication 19

Lesson plans corresponding to each module in the student text have been developed to help you teach the course. The suggested lesson plans can be modified depending on the grade and learning ability of your students. Additional activities are listed for most modules that can increase the length of the lesson and make the topic more interesting. Quizzes to be given at the end of each module are also included in the publication.

Tax Whys Understanding Taxes Teachers Guide

Teachers guide materials on each of the six 15-minute video/film programs provide ideas for classroom introduction and followup. Each lesson includes suggestions for classroom use and a *Commentary: For Your Information* section that is designed to provide additional background for the teacher.

Reference

A copy of Publication 17, Your Federal Income Tax, is sent to each teacher who orders the Understanding Taxes program material for classroom use. Instruction booklets for Forms 1040EZ, 1040A, and 1040 are available free from your local Internal Revenue Office as are other free tax publications that can assist you in teaching the course.

Films

The departments of education for the 50 states and the District of Columbia in 1984 cooperatively developed a new classroom film series entitled "Tax Whys Understanding Taxes". Consisting of six 15-minute programs, the series introduces students to such concepts as the role taxes play in providing goods and services by federal, state and local governments; how taxes influence behavior; how some taxes are shifted from one taxpayer to another; how one can judge how fair a tax is; and how compromises are made to minimize conflicts in tax goals. This series is available free from your department of education.

The Understanding Taxes Coordinator at your IRS district office also has three older films and videotapes in short supply. They are available primarily on video tape, although some district offices also have them in 16mm film, and may be borrowed free of charge by completing the order form at the back of this booklet. The films are:

> The Subject was Taxes—portrays the history of taxation from earliest times to the the present (16½ min.).
>
> What Happended to My Paycheck?—examines the modern payroll withholding deduction system and the processing of tax returns (16½ min.).
>
> Money Talks—looks at the role of taxation in American history (26 min.).

Both "Tax Whys Understanding Taxes" and the three IRS films may be used with Publication 21, *Understanding Taxes 1985* or independently in your curriculum.

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Taxpayer Responsibilities and Rights

MODULE 1

This module begins by defining the concept of voluntary compliance. The first half of the module explains your responsibilities as a taxpayer: filing for a social security number; completing a Form W-4 when you get a job; and preparing your income tax return once you receive your Form W-2. The second half of the module describes rights that all taxpayers have under the law. The examination process is described in detail starting with how a return is selected for examination and ending with the appeal rights available to taxpayers who do not agree with the results. The process used in collecting unpaid taxes is also explained.

How To Prepare An Income Tax Return

MODULE 2

This module is divided into three sections, each dealing with a different tax return. The three sections are preceded by an introduction to tax preparation which includes information on filing requirements, filing status, and exemptions. The lesson starts with preparing Form 1040EZ and 1040A and ends with and introduction of Form 1040. This progression allows you a great deal of flexibility. You may teach the preparation of just a simple return. By using the entire module you can teach students how to prepare both a simple and more complex return. Students are walked through the tax returns step-by-step with detailed instructions. Examples illustrate important points, and problems are provided for each section.

History of Taxation

MODULE 3

The history of taxation in the United States is discussed from colonial times to the present. Emphasis is on the incidents or events which affected the raising or lowering of taxes.

Economics of Taxation

MODULE 4

This module explains the need for taxes to raise revenue to pay for various government services. Taxes on income, consumption, and wealth are also discussed. Figures are given on where the federal government's revenue comes from and where the money is spent.

Politics of Taxation

MODULE 5

This module gives a detailed description of how a bill becomes a law. The workings of various committees in both the House and Senate are described. The lesson also shows how members of Congress are influenced into voting for or against a bill.

State Taxes

MODULE 6

This module gives general information on various taxes imposed by state governments. State income tax is the main emphasis of the lesson. Both the flat-rate method and graduated rate method of determining income tax are described. Sales tax and property tax are also discussed. Other taxes mentioned include fuel tax, inheritance tax, and corporate income tax.

Facts and Fallacies About the IRS

MODULE 7

Many taxpayers have misconceptions about income tax law and the procedures of the Internal Revenue Service. This module presents nine common misconceptions or fallacies about the IRS. Each fallacy is followed by the actual facts on the topic.

Glossary of Tax Terms

MODULE 8

This module contains terms from all eight modules with their definitions. After each term, there is a number in parentheses which refers to the module where the subject is primarily discussed.

Current Issues in Taxation

MODULE 9

This module is optional and can be used in conjunction with Module 4, Economics of Taxation, or Module 5, Politics of Taxation. It contains 3 simulation activities and 2 handouts. All materials are in the Instructor Guide.

One activity entails giving the students a handout of revenue-raising options based on a report from the Congressional Budget Office dated February 1982. Students are to develop options for reducing the federal deficit and then debate the economic or political pros and cons among the options.

Department of Treasury - Internal Revenue Service
Form 1742 (Rev. 7-84)

Ordering Materials

Course Materials

The order form for both the 1985 Understanding Taxes course material and films is on the opposite page. Because of the large number of orders we receive, please follow the instructions below to ensure that your order is processed expeditiously.

To ensure that materials are delivered to you in January, we must receive orders by October 1. Order after that date will be received after February 1.

If there are name and address labels on the back cover of this workbook, use them on the order form. If the address on the label is currently a Post Office box, it must be changed to a street address for materials to be delivered. Any changes to the name or address should be made directly on the label.

If there are no name and address labels on the back cover of this workbook, type or print your name and address clearly in the order form. As stated above, the address must be a street address rather than a Post Office box. Be sure to type or print the name and address of your IRS district office on the outside portion of the order form. The directory of district office addresses is located on the inside back cover of this booklet.

Consolidate orders for all teachers in your school. Remember that all the modules are in one booklet. Therefore, if several teachers from your school plan to use the materials send only one combined order. To avoid distribution problems within your school, be sure the mail room or administrative office is aware of where to deliver the materials.

When ordering materials, be sure to request one Student Guide, Publication 21, for each student who will receive instruction.

Order one copy of the Teacher Guide, Publication 19, for each teacher who will use the materials in the classroom. Please try to limit the ratio of Teacher Guides to Student Guides to no less than 1:35.

List a name and phone number of someone we may contact, if necessary, concerning your order.

Please make a photocopy of the completed order form for your records.

Should you have any concerns regarding your order, you may contact the Understanding Taxes Coordinator in your district. A directory of addresses and phone numbers is located on the inside back cover.

Films

The series "Tax Whys, Understanding Taxes" may be obtained by contacting your department of education. Private schools unable to obtain the series through their state office, should contact the IRS Understanding Taxes Coordinator for more information.

The three IRS films are available on a limited supply basis. Remember, list both your preferred and alternate date for showing each 16mm film requested. Also remember to indicate the format you need (BETA, VHS, ¾" tapes or 16mm film). Please coordinate with other teachers in your school who will use these programs.

Department of Treasury - Internal Revenue Service
Form 1742 (Rev. 7-84)

Order Form for Understanding Taxes Materials

Form 1742
(Rev. 7-84)

cut g dotted line

Notice

Orders received by October 1 will be delivered in January.
Orders received after October 1 will be delivered after January.

Please attach your school address mailing label which is located on the back cover of this booklet. Make any corrections directly on the label. If your address on the label is currently a Post Office box it MUST be changed to a street address. If this booklet does not have a mailing label, please type or print your address.

1. School Name

Attention

Street

City, State, ZIP Code

2. Data Center Use Only	
3. Hash Total	4. Entity Control
5. Document Control No.	

District Office Use Only

6. Office	7. Serial No.	8. Trans Code

In Item 9, indicate the number of student guides needed. In Item 10, indicate the number of teachers guides needed. We suggest you order 1 teacher's guide for every 35 student guides.

9. Copies of Student Guide (Publication 21)	10. Copies of Teacher's Guide (Publication 19)

Please give us the name and phone number of a person we may contact concerning your order.

11. Name

12. Phone ( )	13. Date of Order

District Office Use Only

Films and video tapes are available to supplement Understanding Taxes materials. When ordering 16 mm films, please indicate the title(s) desired and the date needed. Since the number of film prints is limited, we cannot be sure of giving you the films at the exact time requested. When ordering video tapes, indicate the tape format needed (either ¾", BETA, or VHS). Video tapes include all three titles.

Title	For Showing On:		Format (Check One)			
	First Choice	Second Choice	16 mm	Video Tape		
				3/4"	BETA	VHS
The Subject Was Taxes			☐	☐	☐	☐
What Happened To My Paycheck			☐			
Money Talks			☐			

Form **1742** (Rev. 7-84)

Department of Treasury – Internal Revenue Service

The IRS district office return address label on the back of this booklet is to be used to mail your order form. Place this label in the space provided in the panel below. If your booklet does not have a district office label please type your IRS district office address in the space provided. A directory of district office addresses is located on the inside back cover of this booklet.

Fold here

Internal Revenue Service
D:R:T:I Rm 7211
1111 Constitution Ave., NW
Washington, DC 20224

OFFICIAL BUSINESS
PENALTY FOR PRIVATE
USE, $300

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL

FIRST CLASS PERMIT NO. 12686 WASHINGTON DC

POSTAGE WILL BE PAID BY IRS

Please place IRS label here or type address

cut along do[illegible]d line

Fold here

466

Tape or
Staple here

UNDERSTANDING TAXES COORDINATOR OFFICE'S WITHIN THE STATE OF CALIFORNIA

IRS - Sacramento District
801 "I" Street
Sacramento, CA 95814
FTS 8-424-1040

IRS - San Francisco District
450 Golden Gate Ave.
Room 13011, STOP 13-6-02
San Francisco, CA 94102
(415) 556-0880
FTS 8-556-0880

IRS - San Jose District
123 East Gish Road
San Jose, CA 95112
(408) 291-7114
FTS 8-466-7114

IRS - Los Angeles District
300 N. Los Angeles Street, Room 5202
Los Angeles, CA 90012
(213) 688-4574
FTS 8-798-4574

IRS - Laguna Niguel District
24000 Avila Road, P.O. Box C-10
Laguna Niguel, CA 92677
(714) 831-4060
FTS 8-796-4060

FRANCHISE TAX BOARD
Volunteer Program
P.O. Box 1468
Sacramento, CA 95807
(916) 355-0345
ATS 8-438-0345

Activity # 93 continued page 6 Name________________________

1. Using the information provided about Vickie Watson, complete the tax identification part of the Form 1040A.

> Note: Each taxpayer receives a packet of tax forms and instructions in the mail each year. The mailing label from this packet is usually used to complete the tax identification portion of the form. Since this is the first time Vickie has filed a return, she needs to complete this section as directed on the form. In the space for occupation, you should put student/cashier.

Form **1040A** Department of the Treasury—Internal Revenue Service
U.S. Individual Income Tax Return 19

Use IRS label. Otherwise, please print or type.

NOTE

Your first name and initial (if joint return, also give spouse's name and initial)
Last name
Your social security number
Present home address (Number and street, including apartment number, or rural route)
Spouse's social security no.
City, town or post office, State and ZIP code
Your occupation ▶
Spouse's occupation ▶

2. Following the directions on the 1040A, complete the filing status section.

Filing Status
Check Only One Box.

NOTE

For Privacy Act Notice, see page 14 of Instructions

1 ☐ Single
2 ☐ Married filing joint return (even if only one had income)
3 ☐ Married filing separate return. Enter spouse's social security number above and full name here ▶ ....
4 ☐ Head of household. (See page 8 of Instructions.) If qualifying person is your unmarried child, enter child's name ▶ ....

3. Complete lines 5 and 6, the exemption portion of the 1040A.

Exemptions
Always check the box labeled Yourself. Check other boxes if they apply.

NOTE

5a ☐ Yourself ☐ 65 or over ☐ Blind
b ☐ Spouse ☐ 65 or over ☐ Blind
Enter number of boxes checked on 5a and b ▶ ☐
c First names of your dependent children who lived with you ▶ ....
Enter number of children listed ▶ ☐
d Other dependents:

(1) Name	(2) Relationship	(3) Number of months lived in your home	(4) Did dependent have income of $1,000 or more?	(5) Did you provide more than one half of dependent's support?

Enter number of other dependents ▶ ☐
6 Total number of exemptions claimed . . . .
Add numbers entered in boxes above ▶ ☐

2 Here

NOTE

> Note: If you are a dependent of another taxpayer, such as your father, he may claim an allowance for your exemption. Your father is allowed to claim your exemption on his income tax return, and you are also allowed to claim your exemption on your return.

Name ______________________

4. Using the W-2s on page 3 of this activity, compute Vickie's total wages and federal income taxes withheld.

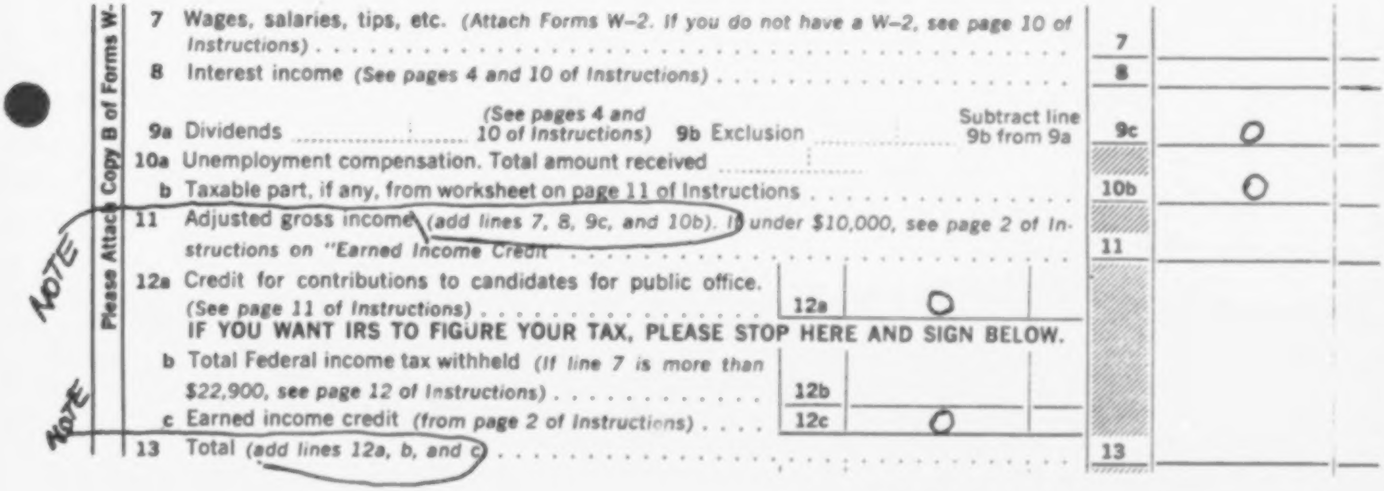
	Wages	Federal Withholding
- Allen's Supermarket	______	______
- A&D Auto Parts	______	______
- Total for the year	______	______

5. Enter Vickie's total wages on line 7 of the 1040A below.

6. Enter Vickie's total withholding on line 12b of the 1040A below.

7. Enter Vickie's interest income on line 8.

8. Following the directions on the 1040A, enter the proper figures on lines 11 and 13 of the 1040A.



Please Attach Copy B of Forms W-

7	Wages, salaries, tips, etc. *(Attach Forms W-2. If you do not have a W-2, see page 10 of Instructions)*			7	
8	Interest income *(See pages 4 and 10 of Instructions)*			8	
9a	Dividends ______ *(See pages 4 and 10 of Instructions)* **9b** Exclusion ______ Subtract line 9b from 9a			9c	0
10a	Unemployment compensation. Total amount received ______				
b	Taxable part, if any, from worksheet on page 11 of Instructions			10b	0
11	Adjusted gross income *(add lines 7, 8, 9c, and 10b). If under $10,000, see page 2 of Instructions on "Earned Income Credit"*			11	
12a	Credit for contributions to candidates for public office. *(See page 11 of Instructions)*	12a	0		
	IF YOU WANT IRS TO FIGURE YOUR TAX, PLEASE STOP HERE AND SIGN BELOW.				
b	Total Federal income tax withheld *(If line 7 is more than $22,900, see page 12 of Instructions)*	12b			
c	Earned income credit *(from page 2 of Instructions)*	12c	0		
13	Total *(add lines 12a, b, and c)*			13	

NOTE

NOTE

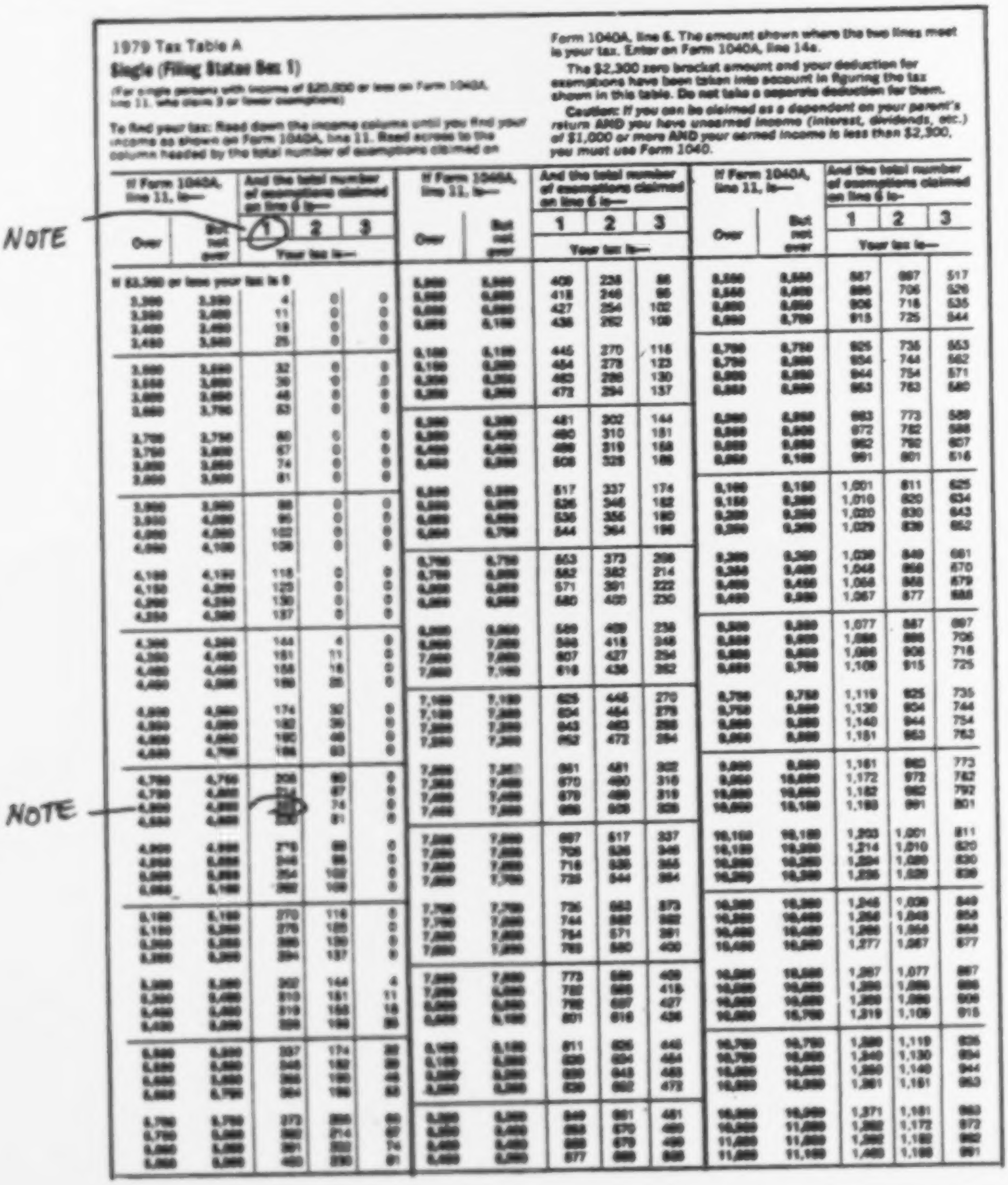
9. The tax instruction booklet contains a number of tax tables. To determine Vickie's tax liability, check the appropriate table to use from the following. See question # 2 on page 6 of this activity for filing status.

- _____ Tax Table A Single (Filing Status Box 1)
- _____ Tax Table B Married Filing Joint Return (Filing Status Box 2)
- _____ Tax Table C Married Filing Separate Return (Filing Status Box 3)
- _____ Tax Table D Head of Household (Filing Status Box 4)

Because Vickie is single, you will use Table A, shown on this page, to determine her tax liability. Vickie's total gross income from line 11 of the 1040A should be $4806. If you do not have this figure on line 11, re-check your work before continuing. On the chart below, the amount of $4836 falls between $4800-$4850 as shown. Vickie claimed 1 exemption (line 6 of the 1040A). Look in the column headed 1 exemption to find her tax liability. The amount of Vickie's tax liability is $222.

10. Enter the tax liability figure on line 14a of the 1040A on the next page.

11. Following the directions on the form, enter the proper figure on line 15.



1979 Tax Table A

Single (Filing Status Box 1)

(For single persons with income of $20,000 or less on Form 1040A, line 11, who claim 3 or fewer exemptions)

To find your tax: Read down the income column until you find your income as shown on Form 1040A, line 11. Read across to the column headed by the total number of exemptions claimed on Form 1040A, line 6. The amount shown where the two lines meet is your tax. Enter on Form 1040A, line 14a.

The $2,300 zero bracket amount and your deduction for exemptions have been taken into account in figuring the tax shown in this table. Do not take a separate deduction for them.

Caution: *If you can be claimed as a dependent on your parent's return AND you have unearned income (interest, dividends, etc.) of $1,000 or more AND your earned income is less than $2,300, you must use Form 1040.*

If Form 1040A, line 11, is—
Over
But not over
And the total number of exemptions claimed on line 6 is—
1
2
3
Your tax is—
If $3,300 or less your tax is 0
NOTE
NOTE

Activity # 93 continued page 9 Name______________________________

Please Sign Here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

▶ Your signature Date ▶ Spouse's signature (if filing jointly, BOTH must sign even if only one had income)

Paid Preparer's Information	Preparer's signature and date ▶	Check if self-employed ▶ ☐	Preparer's social security no.
	Firm's name (or yours, if self-employed) and address ▶	E.I. No. ▶ ZIP code ▶	

12. Answer the following review questions:

a. Vickie's adjusted gross income (line 11) was . . . . $ _____

b. Total federal withholding (line 12b) was . . . . $ _____

c. Vickie's total tax liablilty for the year (line 15) was. . $ _____

13. Will Vickie receive a tax refund? Yes_____ No_____

14. Does Vickie owe on her tax liabiltiy? Yes_____ No_____

15. Complete line 16 or 17 of the 1040A.

Attach	16	If line 13 is larger than line 15, enter amount to be **REFUNDED TO YOU** . . . . ▶	16	
	17	If line 15 is larger than line 13, enter **BALANCE DUE.** Attach check or money order for full amount payable to "Internal Revenue Service." Write your social security number on check or money order . ▶	17	

16. Sign Vickie Watson's name and use today's date.

NOTE

Payment Here	14a	Tax on the amount on line 11. *(See Instructions for line 14a on page 12; then find your tax in the Tax Tables on pages 15–26.)*	14a		
	b	Advance earned income credit payments received *(from Form W-2)*	14b	0	
	15	Total *(add lines 14a and 14b)*		15	

If you answered the questions regarding Vickie Watson correctly and without much difficulty, you should be ready to complete your own tax return. See page 10 of this activity for a checklist of items you will need.

Activity # 93 continued page 10 Name___________________________

Checklist

_____ W-2 forms from each employer

_____ Information regarding total wages, etc., same as check stub totals

_____ Other W-2 information correct - name, social security number, etc

_____ Three copies of W-2

Was money withheld for federal income tax? Yes_____ No_____

Was money withheld for California state income tax? Yes_____ No_____

Do I need to file a federal income tax return? Yes_____ No_____

Do I need to file a state income tax return? Yes_____ No_____

_____ Have 1040A forms for the correct year.

_____ Have instructional booklet for correct year.

_____ Have "Understanding Taxes" guide from teacher/coordinator

After completing 1040A -

_____ Did you check your figures?

_____ Did you check your math?

_____ Did you use the correct lines?

_____ Did you sign and date the 1040, 1040EZ, or 1040A form?

_____ Do you have the right address and envelope to mail return?

_____ Did you have a mailing label to use?

_____ Did you keep a copy for yourself?

_____ Have you included Copy B of your W-2 form with your return?

Activity # 94 TITLE: Checking Your Paycheck

OBJECTIVES		
How to Get a Job		
How to Keep a Job		
How to Leave a Job		
Self-Knowledge		
Career Preparation		
Career Decision-Making		
Economic Awareness		☒
DEVELOPMENTAL LINKAGES Knowledge of		
Occupational Information	A	
Occupational Opportunities	B	
Laws	C	
Related Education and Training	D	
Related Experiences	E	
Industry	F	
Profit vs. Loss	G	
Health and Safety	H	
Pay/Wages	I	☒
Employee Benefits/Rights	J	
Consumer Considerations	K	☒
Attitudes		
Motivation/Ambition	L	
Being Responsible	M	☒
Reliable/Dependable	N	
Getting Along with Others	O	
Employee-Customer Relations	P	
Loyalty/Honesty	Q	
Initiative	R	
Competitive	S	
Self-Awareness		
Job Satisfaction	T	☒
Life Style	U	
Confidence	V	
Aptitudes	W	
Abilities	X	
Interests	Y	
Values	Z	
Skills		
Oral Communications	AA	☒
Written Communications	BB	☒
Following Directions	CC	
Productivity	DD	
Job Related Skills	EE	
Rules and Regulations	FF	
Taxes	GG	☒
Finances	HH	☒
Decision-Making Skills	II	
Planning	JJ	

This activity is designed for students who find deductions from their paychecks puzzling. (# 40)

Methods

Individual activity with follow-up discussion recommended

Resources

- Classroom instruction
- Community contacts/resources

Time

Student can complete activity within one classroom period but may need time outside of class to complete assignment.

Main Idea

To help people see the importance of checking the figures and deductions from each of their paychecks

Employer Participation

Ask employers how an employee can check the figures on a paycheck.

Vocabulary

paycheck
deduct

Coordinator Notes

Activity # 94 Name___________________________

TITLE: Checking Your Paycheck

Mistakes are made every day. One could easily be made on your paycheck. You should know how to check your own paycheck to make sure that you are not being cheated out of money you have earned.

For each paycheck you receive, check for the following:

- The spelling of your name
- Your address
- Your social security number
- The dates of your pay period
- Your rate of pay
- Total gross pay earned for the pay period
- The deductions and the amount of each deduction
- The total amount of your deductions
- Your net pay

Directions: Answer the following questions using your latest paycheck stub:

1a. Is your name spelled correctly? Yes_____ No_____

1b. Is your address correct? Yes_____ No_____

1c. Is your social security number correct? Yes____ No_____

If you said no to any question, contact the right person at your business.

2. What dates made up your last pay period?

From ______________________ to ______________________

3. What was your rate of pay during this pay period?_________________

4. How many hours do you figure you worked during this pay period?

____________ hours

Activity # 94 continued page 2 Name__________________________

5a. How much do you figure you made during this pay period?

(Number of hours worked X rate of pay) $________________________

5b. How much was your gross pay on your paycheck stub? $___________

5c. Are the figures in 5a and 5b above the same? Yes_____ No______

5d. If the figures are the same, you can assume your paycheck was correct. If the figures are different, re-check your information. Once you have re-checked the information, place a check (✓) in the space provided.

- Did you have the correct dates for the pay period? re-checked__
- Did you have the correct number of hours? __
- Is your rate of pay correct? __
- Did you multiply correctly? __

After re-checking, if your gross pay on the paycheck is still different from what you figured you made, you should contact the right person at your work.

6a. From the information on your paycheck stub, list your payroll deductions and the amount of each deduction.

- Federal Income Tax	$ ____________________
- California Income Tax	____________________
- FICA Tax	____________________
- SDI Tax	____________________
Other Deductions:	
-____________________	____________________
-____________________	____________________
-____________________	____________________
Total Deductions	$ ____________________

Name________________________

6b. Are the amounts deducted right? Yes_____ No_____

Activity # 90 gives you the information on how to find the number of deductions.

6c. Are the amounts deducted like the amounts on your other paycheck stubs? Yes_____ No_____

The amounts deducted may differ slightly each pay period depending on the amount of gross income you earned during the pay period.

6d. Were the deductions in question 6a added correctly? Yes_____ No_____

If you said no to any questions, then you should contact the appropriate person at your business.

7a. Re-check your net pay from the following information:

- Gross pay on your paycheck stub $ ______________
- Total deductions from paycheck stub – ______________
- Net pay $ ______________

7b. Was your net pay figured correctly? Yes_____ No_____

If your net pay is not correct, then contact the appropriate person at work.

8. Who is the right person at your work to contact if you want information or when a mistake has been made on your paycheck?

____

____

Work Experience Education Instructional Guide Manual, California State Department of Education, 1986

APPENDICES

INDEX

Appendix A	Activity Reading Levels Vocabulary in the student activities that is sixth grade reading level and above is listed here. An average reading level for the whole activity is also noted.
Appendix B	WEE Vocabulary Vocabulary in the student activities that is 6th grade reading level and above is presented alphabetically, and the corresponding activity where that work is found has been referenced.
Appendix C	Reading Success Through Rewriting The "Rewriting Technique" is discussed as a curriculum modification technique. It is useful in modifying materials for students reading at different levels.
Appendix D	Strategies for Developing Vocabulary
Appendix E	Voice The Vocational and Occupational Information Center for Educators has a no-cost computerized library service that makes available extensive classroom resources and technical assistance in vocational education for educators.
Apppendix F	Special Education Resource Network SERN provides no-cost personnel training, cooperative planning, and resources for all educators serving a special education student. Vocational special education materials and assistance are available.
Appendix G	State Department of Education Consultant List This list is a quick reference of state department contacts appropriate to work experience education.
Appendix H	Work Experience Education Matrix

APPENDIX A

Activity Reading LEVELS

ACTIVITY #	READING LEVEL	VOCABULARY WORDS AT OR ABOVE 6TH GRADE LEVEL
1	4.2	appropriate, attitude, compensator, customer, deductions, employer, financial, fringe benefit, industry, occupational, personal, resume
3	3.1	attitude, coordinator, customer, job-related, regulations, self-evaluation, signature
8	3.1	conference, customer, deductions, employee, employer, optional, recommendation, supervisor, verified, WEE coordinator
9	4.9	apprenticeship, employment, employer, graduation, guardian, military, occupational, physical defects, social security, supervisor, transportation, valid, vocational
10	3.5	encounter, standards
11	4.2	employment, guarantee, national, occupational, situation, summaries
12	4.5	designation, DOT, employed, equipment, inanimate, industry, occupation, occupational
13	3.5	accountant, competitor, entrepreneur, interviewing, professionals, summarize
14	3.4	business
15	4.3	commitment, promotion, recommendation
16	4.4	achieve, appearance, appropriate, confidence, customer, employee, motivated, profits, technical
17	4.3	evidence, options, situation, unacceptable
18	3.2	community college, faculty, fraternities, private, recreational, SAT/ACT, sororities, university
19	4.0	challenge(d)
20	4.6	calendar, checklist, evaluations, personal, promotion, raise, resume

21	5.0	complex, dependents, disabiltities, extracurricular, marital, occupations, permanent, personal, previous, references, qualifications, salary, supervisor, temporary
22	4.8	agencies, employers, financial, industries, necessity, occupational, potential
23	3.4	appropriate, businesslike, cashier, employer, personal, personnel, resume, salary
24	4.7	applicable, availability, disabilities, discrimination, employer, inquiries, military, qualification, salary, shift, transportation
25	4.7	appropriate, employees, fringe benefits, industry, qualifies, resume, salary
26	4.4	chronological, diploma, employment, exterminator, hobbies, industry, interview, life-style, oriented, resume, verified
27	3.5	appearance, appropriately, employer, industry, quality, receptionist, relevant, resume
28	4.9	applicants, competition, fierce, interview, permanent, salary, temporary
29	4.8	agencies, application, appropriate, employer, resume
30	4.4	ambitions, confidence, enthusiasm, hired, passive, poise, reservations
31	3.2	business, employment, industry, realistic, resume
32	4.6	contribution, profitable, prospective, qualifications, re-emphasis
33	4.7	appearance, attitudes, co-workers, inappropriate, promotional, supervisor
34	4.9	competition, confidence, contributions, guidelines, hassles, negative, resigned, terminated
35	4.9	applicant(s), assembler, component, industry, operational
40	3.4	overtime
41	3.1	customer, employee

42	3.6	cashier, defensive, inventory, shortage
44	4.3	
45	4.7	employees, procedure, regulation
46	4.5	company, companies, profit
47	4.2	salary
48	3.0	supervisor
49	3.6	
50	2.8	company, fringe benefits, gross, industries, industry, promotion, qualifications
51	4.3	employees, gossip, minimize, personnel, policies, probation, productive, promotion
52	3.3	employees, schedules, supervisor, topics
53	3.3	distribution, ego, promotion, Sacramento, technician
54	3.0	employees, employer, formula, overhead cost, production
55	4.3	authority, promotion, supervise(d)
56	4.3	attitude, suspend(ed)
57	3.3	productivity, profit
58	3.1	promotion, recommendation
59	3.9	business, profit(s)
60	4.0	company, profit(s), qualify(ied), reference(s), supply, union
61	4.4	communicate, delegate, employee, employer, industries, policy, recommendation, policy, resignation, resigning
63	3.3	application, compensation, employee, employer, resigned, supervisor, terminated, unemployment
65	3.3	company(ies), industry(ies), occupation(al), recommendation
66	4.3	business, customer(s), situation
67	3.9	business(es), customer(s)

68	3.9	business, customer(s), productivity, profit(s)(able)
69	4.6	adaptable, ambitious, attitude, confidence, considerate, customer, efficient, enthusiastic, initiative, patience, personality, quality(ies), sociable, tactful
70	3.1	personal, promote(d)(ing)(ion)
71	4.3	automatic, employee, employer, negotiation, promotion, punctuality
72	3.6	promotion, supervisory
73	4.9	employee, employer, initiative, observation, punctuality, recommendation
74	4.8	cost-conscious, customer, employer, posed, productivity, self-confident
75	5.0	communications, employer, evaluates, organization
76	5.3	accommodate(ing), business, enforcement, humanitarian, industrial, mechanical, occupation(s), physical, supervision, technical, technology, vehicle
77	5.3	accommodate(ing), business, enforcement, humanitarian, industrial, mechanical, occupation(s), physical, situation(s), supervision, technical, technology, vehicle
78	4.7	occupation(al)(s)
79	4.3	affiliations, life-style, preparations, qualifications, satisfaction
80	4.6	compensation, employees, expenditures, fringe benefits, industries, pension, premiums, union
81	4.7	disability, eligible, employer, employment, merits, partially, unemployed, unemployment
82	4.2	coverage, disability, disabled, federal, insurance, Medicare, qualify, social security
83	4.3	compensation, dependent, employer, handicap, pension, physical

84	5.1	employee, employers, inflation, occupational, productivity, regulation, supervisor
85	4.4	applicant, cosign, establish, exceptions, guarantee, independent, legally
86	4.4	check register, cosigners, finances, stubs, supervisor
87	4.3	identification, qualify, signature
88	4.5	estimation, expenses, realistic, variable
89	3.0	classified ad, financial, inflation, inflationary, predicted, salary, salaries
90	4.8	circular, contribution, deduct, deductions, employee, employer, exemption, insurance, mandatory, pamphlets, publication, withholding
91	4.5	allowances, Employees Withholding Allowance Certificate, employer, exemption, federal, marital, qualify, withhold
92	4.2	deduct, entries, identification, Internal Revenue Service, stub
93	3.2	adjusted, allowance, cashier, dependent, employer, exemption, federal, gross, identification, income, liability, occupation, withhold
94	4.6	deduct, paycheck

APPENDIX B

WEF Vocabulary: Words at 6th Grade Reading Level or Above

Word/Phrase	Activity
accommodate(ing)	76, 77
accountant	13
achieve	16
adaptable	79
adjust(ed)	93
affiliation(s)	79
agency(ies)	22, 29
allowance(s)	91, 93
ambition(ious)	30, 79
appearance	16, 27, 33
applicable	24
applicant(s)	28, 35, 63, 85
application	29
apprenticeship	9
appropriate(ly)	1, 16, 23, 25, 27, 29
assembler	35
attitude(s)(inal)	1, 3, 33, 56, 69, 73
authority	55
automatic	71
availability	24
business(es)	14, 31, 59, 66, 67, 68, 76, 77
businesslike	23
calendar	20
cashier	23, 42, 93
challenge(d)	19
check register	86
checklist	20
chronological	26
circular	90
classified ad	89
co-sign(er)	85, 86
co-workers	33
commitment	15
communicate(tion)	61, 75
community college	18
company(ies)	46, 50, 60, 65
compensation	1, 63, 80, 83
competition(tive)	28, 34
complex	21
component	35
conference	8
confidence	16, 30, 34, 69
considerate	79
contribution	90
contribution(s)	32, 34

Word/Phrase	Activity
coordinator	3, 8
cost-conscious	74
coverage	82
customer(s)	1, 3, 8, 16, 36, 66, 67, 68, 69, 74
deduct	90, 92, 94
deduction(s)	1, 8
defensive	42
delegate	61
dependent(s)	21, 83, 93
designation	12
diploma	26
disability(ies)	21, 24, 81, 82
disabled	82
discrimination	24
distributor	53
DOT	12
efficient	79
ego	53
eligible	81
employ(ed)	12
employee(s)	1, 8, 16, 25, 36, 45, 51, 52, 54, 61, 62, 71, 73, 80, 84, 90
employees withholding allowance certificate	91
employer(s)	1, 8, 9, 22, 23, 24, 27, 29, 54, 61, 62, 71, 73, 74, 75, 81, 83, 84, 90, 91, 93
employment	9, 11, 26, 31, 81
encounter	10
enforcement	76, 77
enthusiasm(tic)	30, 69
entrepreneur	13
entry(ies)	92
entry-level	43
equipment	12
establish	85
estimation	88
evaluate(s)	75, 76
evaluation(s)	20
evidence	17
exception(s)	85
exemption	90, 91, 93
expenditure(s)	80
expenses	88
exterminator	26
extra-curricular	21
faculty	18
federal	82, 91, 93
finance(ial)(s)	1, 22, 86, 89
formula	54
fraternity(ies)	18
fringe benefits	1, 25, 50, 80

Word/Phrase	Activity
gossip	51
graduation	9
gross	50, 93
guarantee	11, 85
guardian	9
guideline(s)	34
handicap	83
hire(d)	30
hobby(ies)	26
humanitarian	76, 77
identification	87, 92, 93
inanimate	12
inappropriate	33
income	93
independent	85
industry(ies)(ial)	1, 12, 25, 26, 27, 31, 35, 43, 50, 61, 65, 76, 77, 80
inflation(ary)	84, 89
initiative	69, 73
inquiry(ies)	24
insurance	82, 90
Internal Revenue Service (IRS)	92
interview(ing)	13, 26, 28
inventory	42
job-related	3
legal(ly)	85
liability	93
life-style	26, 79
mandatory	90
marital	21, 91
mechanical	76, 77
Medicare	82
merit	81
military	9, 24
minimize	51
motivate(ed)	16
national	11
necessity	22
negative	34
negotiate(ing)	71
observation	73
occupation(al)(s)	1, 9, 11, 12, 21, 65, 76, 77, 78, 84, 93
operational	35
option(s)(al)	8, 17
organization	75
orient(ed)	26
overhead cost	54
overtime	36
pamphlet(s)	90
partial(ly)	81
passive	30

Word/Phrase	Activity
patience	79
paycheck	94
pension	80, 83
permanent	21, 28
personal(ity)	1, 20, 21, 23, 69, 70
personnel	23
physical (defects)	9, 76, 77, 83
poise(d)	30, 74
policy(ies)	51, 61
potential	22
predicted	89
premium(s)	80
preparation(s)	19
previous	21
private	18
probation	51
productive(tion)	51, 54
productivity	74, 57, 68, 84
professional(s)	13
profit(s)(able)	16, 32, 46, 57, 59, 60, 68
promote(d)(ing)	70
promotion(s)	15, 20, 50, 51, 53, 55, 58, 70, 71, 72
promotional	33
prospective	32
publication	90
punctuality	71
qualification(s)	21, 24, 32, 50, 79
qualify(ies)(ied)	25, 60, 82, 87, 91
quality(ies)	27, 79
raise	20
re-emphasis	32
realistic	31, 88
receptionist	27
recommendation	8, 58, 61, 65, 73, 15
recreational	18
reference(s)	21, 60
regulation	45, 84
relevant	27
reservation	30
resign(ed)	34, 62
resume	1, 20, 23, 25, 26, 27, 29, 31
Sacramento	53
salary(ies)	21, 23, 24, 25, 28, 47, 89
SAT/ACT	18
satisfaction	79
schedule(s)	52
self-confident	74
self-evaluation	3
shift	24
shortage	42
signature	3, 77, 78

Word/Phrase	Activity
situation	11, 17, 66
sociable	79
social security	9, 82
sorority(ies)	18
standard	10
stub(s)	86, 92
summaries	11
summarize	13
supervise(ory)(ed)(ion)	3, 8, 9, 21, 33, 48, 52, 55, 62, 71, 72, 76, 77, 84, 86
supply	60
suspend(ed)	56
tactful	79
technical	16, 76, 77
technician	52
technology	76, 77
temporary	21, 28
terminate(d)	34, 62
topic(s)	52
transportation	9, 24
unacceptable	17
unemploy(ment)(ed)	63, 81
union	60, 80
university	18
valid	9
variable	88
vehicle	76, 77
verify(ied)	8, 26
vocational	9
withhold(ing)(s)	90, 91, 93

APPENDIX C

READING SUCCESS THROUGH REWRITING

Textbook study and use is generally a major problem facing students. Work experience educators are finding these difficulties also exist for their students attempting to read manuals, data, forms, and the like. Students are often required to read texts/manuals at their frustration reading level (less than 50 percent comprehension; more than five word recognition errors per 100 words); this difficulty negates efficient learning and is a factor in subsequent behavorial and attendance problems. In essence, textbooks/manuals are simply beyond many students' capabilities, not so much because of the concepts discussed but because of the high readability levels required.

Several solutions are available to work experience educators who have students facing this reading roadblock. These solutions are also appropriate and have been used by educators of multicultural, juvenile court, continuation, special, and post-secondary students. First, they may resort to a non-reading curriculum in which reading is eliminated altogether as an information-gathering device. Movies, audiotapes, videotapes, talking books, class discussions, and other systems of information acquisition are used to replace textbooks (Wiseman and Hartwell 1978; Faas 1980). Another solution would be the use of commercial products devised by publishing companies as series of "high interest/low vocabulary" texts and supplementary materials. Unfortunately, in these days of shrinking budgets, teachers frequently find the price tag of these materials prohibitive. There is, however, an economical and feasible alternative afforded all teachers; this alternative is the "Rewriting Technique."

The "Rewriting Technique" is a means of reducing the reading level of a textbook/manual chapter, article, or story to a desired level. This technique is, to a degree, an art, but a few specific suggestions can be made to the novice (Rambeau 1972-1981).

1. Know how to measure the readability of a text. We suggest Edward Fry's "Extended Graph for Estimating Readability" (1977). This method of measurement is relatively easy to use and has a nation-wide reputation (see Figure 1). Once you know the reading-grade level of the text, you are able to decide if it needs to be rewritten to a lower reading level. Also, you now have the means of estimating your rewritten work and its revised reading level. Several computer companies now have software that will enable you to do a computer-aided readability measurement.

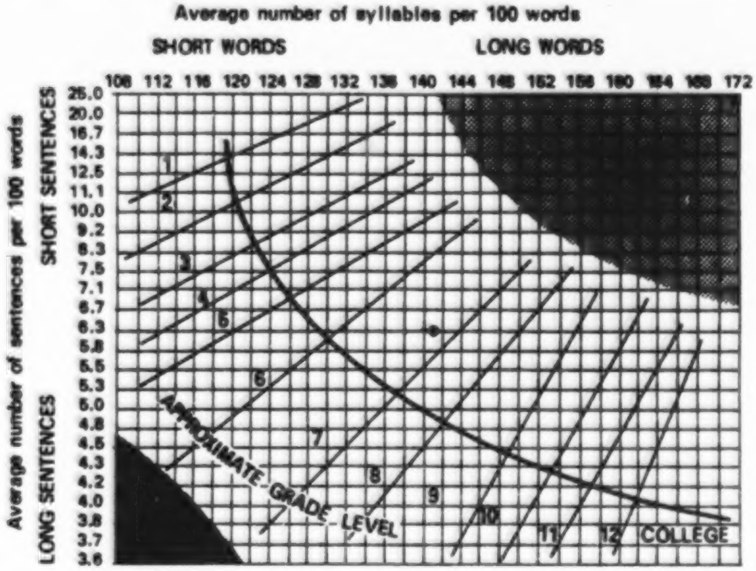
2. In general, try to keep most of the original material if you can. Do not change any of the essential facts; however, you can eliminate some of them if they do not contribute materially to the primary content of the material.

3. Do not reorganize the sequence of ideas or events in the material in most cases unless the original sequence is unnecessarily complex. Most stories and manuals build on a sequence of events that form a plot or plan which should not be changed. Chapters and articles also develop a series of generalizations, concepts, or statements which build to a conclusion. By changing the sequence, you often lose more than you gain.

4. Use material that will have continuing use for you. Rewriting is work and you will want to use the material again.

5. Retain dialogue when you can, as it tends to make the reading easier and more interesting. Interest, clarity, and ease of reading are the major goals.

FIGURE 1
Graph for Estimating Readability
by Edward Fry, Rutgers University Reading Center, New Jersey



Directions: Randomly select 3 one hundred word passages from a book or an article. Plot average number of syllables and average number of sentences per 100 words on graph to determine the grade level of the material. Choose more passages per book if great variability is observed and conclude that the book has uneven readability. Few books will fall in gray area but when they do grade level scores are invalid.

Count proper nouns, numerals and initializations as words. Count a syllable for each symbol. For example, "1945" is 1 word and 4 syllables and "IRA" is 1 word and 3 syllables.

EXAMPLE:	**SYLLABLES**	**SENTENCES**
1st Hundred Words	124	6.6
2nd Hundred Words	141	5.5
3rd Hundred Words	158	6.8
AVERAGE	141	6.3

READABILITY 7th GRADE (see dot plotted on graph)

6. Shorter sentences tend to be easier than longer sentences. Therefore, rewrite the material using short sentences. Also, you can delete here and there an unnecessary adverb or adjective to shorten a sentence. Occasionally, include a longer sentence for variety, but don't do this often. Even though the sentences are short, try to get them to flow smoothly. Try to avoid a staccato, jerky type of sentence. The best test of this is to read the material orally when completed. The eye will fool you--the ear never will. The average sentence length for third grade writing should not be over eleven words; for sixth grade about fifteen words is recommended.

7. Reduce the number of difficult words in the material. Substitute easy words for hard words, short words for long words, precise words for abstract words, one- and two-syllable words for three- and four-syllable words. Delete some hard words. Keep the proportion of hard words below five to eight percent. A paperback Roget's Thesaurus (book of synonyms) will come in handy in substituting words.

8. Use action verbs as much as possible in your material if it is a story. Drastically limit the total number of action verbs you use and repeat them constantly.

9. Occasionally, it will be necessary to completely rewrite sentences or even whole paragraphs. Be sure that the sense of the material is retained.

10. After rewriting the selection, read it aloud to someone with a sharp ear for language and revise as necessary. Try to make the writing more like "talk written down."

11. Team up with other teachers of the same unit, course, or subject and divide the rewriting work. Obviously, rewrite only those book chapters or material vital to a minimum understanding of the basic facts, concepts, and generalizations of the unit or subject.

12. Other techniques used to reduce the readability of a text involve requesting high school or college composition classes and adult volunteers to rewrite passages. Examination questions for your students also need to be rewritten (Faas 1980).

Meeting the reading needs of a wide variety of students through the medium of textbooks is unquestionably an enormously difficult problem. No approach or technique is sufficient by itself to solve the problem. With that thought in mind, the reduction technique can nevertheless function as a practical, workable way of providing learning input through reading for thousands of students in our schools.

FOR FURTHER INFORMATION

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APPENDIX D

STRATEGIES FOR DEVELOPING VOCABULARY

Vocabulary is as unique to a content area as fingerprints are to each human being. A content area is distinguishable by its language, particularly the special and technical terms which label the basic concepts of its subject matter.

Research strongly suggests that students who are introduced to the content to be mastered, who develop an understanding of the technical vocabulary of the material prior to reading, and who are provided with strategies for reading and understanding the reading selection perform at a higher level of comprehension than students who are left to their own reading/study conventions. Teaching the vocabulary of this handbook can't be incidental or accidental. Vocabulary instruction must be planned and purposeful. The following instructional strategies will assist the instructor in helping students master the ideas and concepts presented in this worktext.

Instructional Steps

1. Before students begin the activity, have them read the more difficult vocabulary listed for each exercise. Have students identify the words with which they are unfamiliar. (This may be done as a group or individually.)

2. Once students have identified unfamiliar words, ask them to engage in ONE of the following activities. (NOTE: Vary the vocabulary activity from day to day.)

A. Dictionary Strategies

Have students:

1. Write the unfamiliar word. Look it up in a dictionary and write the definition using their own words, not the language of the dictionary.

   Example: Attitude

   Dictionary: "A position of the body or manner of carrying oneself, indicative of a mood or condition; a state of mind or feeling with regard to some matter."

   Own: "Attitude is a way of feeling and thinking about things."

2. Write the unfamiliar word. Look it up in a dictionary and use the word in their own sentence.

   Own: "His poor attitude on the job may get him fired."

3. Write the unfamiliar word. They should look in a dictionary or thesaurus and find a synonym or synonymous phrase for that word.

   Example: Employee: worker, hired person for a job

   Employer: person who hires, boss

B. Context Strategies

The instructor can:

1. Write the vocabulary words in complete context. Ask the students to read and discuss the meaning of each sentence.

Example:

Attitude: Her employer likes her because she has a positive attitude about herself and her work.

2. Provide incomplete sentences and ask students to write in the missing word.

Example:

Words:	Sentences:
inflation	a. Jill summarized her work experience in her __________.
economy	b. __________ causes an increase in the cost of goods and services.
resume	c. The __________ is in a state of depression.

3. Provide incomplete sentences and scrambled spelling of words that accompany the activity. Ask students to unscramble the words and write them in the incomplete sentences.

Example:

Scrambled Words

notiaflni emuser eeoyplme myonoec

a. Jill summarized her work experience in her ________________.

b. ______________ causes an increase in the cost of goods and services.

c. The ______________ is in a state of recession.

C. Matching Strategies

The instructor can:

1. Write the words in one column and matching phrases in a second column and ask students to match words with phrases.

Example:

a. inflation	1. a worker; a person hired for a particular job
b. employee	2. a summary of work experiences
c. resume	3. causes an increase in the cost of living

2. Write the identified vocabulary words in one column and matching synonyms in a second column.

Example:

Vocabulary Words	Synonyms
A. employee	a. job
B. resume	b. worker
C. occupation	c. summary of experience

3. Write the vocabulary words in sentences and divide the sentences into two parts. Have students rewrite the sentences matching the correct sentence parts. Discuss the meaning of the word as used in the completed sentence.

Example:

Part 1	Part 2
a. A "resume"	(1) causes a rise in prices
b. "Inflation"	(2) is a form that a person fills out when applying for a job
c. A job "application"	(3) summarizes a person's work experience

D. Computer Vocabulary Programs

The following computer software programs allow the instructor to type in the identified words students will encounter in a particularly activity in the handbook. These computer programs are recommended because they are challenging, entertaining, and educational.

D. Computer Vocabulary Programs (cont.)

NAME OF PROGRAM	PUBLISHER
"Game Show"	Computer Advanced Ideas*
"BLOCKS"	San Juan Unified School District 3738 Walnut Avenue P.O. Box 477 Carmichael, CA 95609-0477
"Crossword Magic"	L & S Software
"Academic Drill Builders"	DLM*
"WordMaster"	NTS Software*
"Word Search"	Available through regional TEC Centers

*Available through your educational computer outlet.

APPENDIX E

A Joint Activity of:

The Chancellor's Office
California Community Colleges
and
The Vocational Education Unit
California State Department of Education

721 Capitol Mall
Sacramento, CA 95814
(916) 445-0401

Monday — Friday
7:15—4:15 p.m.

VOICE IS .... the Vocational and Occupational Information Center for Educators in California, which assists vocational education teachers, administrators, students, and decision makers at all educational levels.

VOICE IS .... instructional materials, including audiovisual materials, reference materials, textbooks, LAPS (learning activity packages), transparencies, curriculum guides, and reports of studies and projects.

VOICE IS .... a computerized catalog that provides information on the following topics:

Agricultural Education
Business Education
Curriculum
Disadvantaged
Experiential Education
Vocational Guidance and Counseling
Handicapped
Health Occupations Education
Home Economics Education
Industrial Arts Education
Management Administration and Planning
Professional Development
Research and Evaluation
Sex Equity
Special Populations
Supply and Demand
Trade and Industrial Education

VOICE EDUCATIONAL RESOURCES ARE AVAILABLE
ON LOAN TO CALIFORNIA EDUCATORS.

How to Request Information

- Copy the master Borrower Request Form and retain the master for future use.
- Fill out the Request Form. Submit one search request per form.
- Provide VOICE with a written description of your resource needs.
  List from one to five descriptors relating to the type of information you need. Use the enclosed VOICE descriptor list.

Please mail your request form to VOICE,
721 Capitol Mall, Sacramento, CA 95814.

How the VOICE System Works

This Borrower Request Form has been designed to provide VOICE with complete information regarding your resource needs. When your request is received, the VOICE data base is searched, producing a computer printout listing abstracts of the resources that meet your particular needs.

At the VOICE staff's discretion, you will receive either a printout of available materials or the actual materials. From a printout, you may select the resources you want to borrow from VOICE. However, in some instances, it is to your advantage to allow VOICE to select materials for you.

VOICE materials are loaned for a three-week period. You may extend the loan period of the materials by calling VOICE at (916) 445-0401. To obtain further information, you may write, call, or visit the Center. VOICE services are free of charge to you. The only cost you may incur is for the safe return of loan materials to the Center. A mailing label will be included for your use in returning materials.

VOICE computer printouts are yours to keep. However, you are responsible for materials loaned to you until they are checked back in at VOICE. If you lose materials you have borrowed, you are responsible for replacing them.

Item Classification

BIBLIOGRAPHIES
BOOKLETS
BOOKS
CATALOGS
CURRICULUM-GUIDES
DIRECTORIES
DISKETTES
FILMS
FILMSTRIPS
GAMES
GOVERNMENT-PUBLICATIONS
INSTRUCTIONAL-MATERIALS
LAPS
LEGISLATION
LESSON-PLANS
MANUALS
MODULES
NEWSLETTERS
OCCUPATIONAL-INFORMATION
PERIODICALS
POSTERS
PROJECTS
RECORDS-LP
REFERENCE-MATERIALS
REPORTS
RESOURCE-PERSONS
RESOURCE-PROGRAMS
SIMULATION
SLIDES
TAPE-CASSETTES
TEXTBOOKS
TRANSPARENCIES
VIDEO-CASSETTES
WORKBOOKS

Primary Target Audience

ELEMENTARY
JUNIOR-HIGH
SENIOR-HIGH
POSTSECONDARY
COLLEGE
ADMINISTRATORS
BUSINESS-INDUSTRY
CETA
COMMUNITY-ORGANIZATIONS
CORRECTIONAL-INSTITUTIONS
COUNSELORS
GOVERNMENT
JTPA
LABOR
ORGANIZATIONS
PARENTS
PRIME-SPONSORS
PROFESSIONAL-ASSOCIATIONS
STAFF
STUDENTS
TEACHERS

APPENDIX F

SPECIAL EDUCATION RESOURCE NETWORK

Department of Education
Special Education Division
Program, Curriculum and Training Unit
721 Capitol Mall
Sacramento, California 95814
(916) 445-8093

A special education personnel development resource for educators and parents.

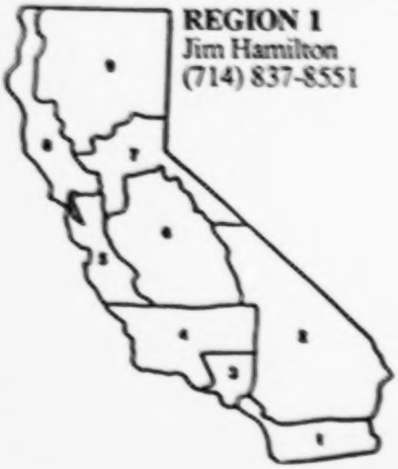
SERN SUPPORTS Regular and Specially Designed Work Experience
Education Personnel with TRAINING and
INSTRUCTIONAL SUPPORT STRATEGIES
to meet the needs of
special education students.

SERN works with you . . . .

...to develop your comprehensive plan for personnel development
...to design inservice programs on your topics to meet your needs
...to identify your local, regional and state training resources
...to provide personnel devlopment that brings about your planned changes
...to provide the most current resources in special education strategies and information.

You may contact your regional SERN office by calling one of the following numbers:

SERN UNITS



REGION 1
Jim Hamilton
(714) 837-8551

REGION 2
Tom Wojciehowski
(714) 788-7506

REGION 3
Ginger Williams
(213) 450-0644

REGION 4
Diana Zapata
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x400

REGION 5
Denise Schultz
(415) 786-0901
x389

REGION 6
Jill Rivers
(209) 251-7376

REGION 7
Steve Street
(916) 921-0515

REGION 8
Damon Dickinson
(707) 462-2345

REGION 9
Lee Funk
(916) 527-5811

SERN services are generally available to California educators and parents at no cost. Materials and **resources are available for loan from SERN. *Call to request services and resources.***

APPENDIX G

STATE DEPARTMENT OF EDUCATION

CONSULTANT LIST

1.	Migrant Education	
	John R. Schaeffer	(916) 324-1556
2.	Juvenile Court Schools	
	Joe Portillo	445-2590
3.	Bilingual Education	
	Fred Tempes	323-7871
4.	Alternative Schools	
	Lynn Hartzler	322-1048
5.	Continuation High Schools	
	Mary Lou Hill	323-2566
6.	Special Education Division	
	Jeffrey Cohen, Transition	324-1079
7.	Vocational Education Division	
	John Iskra, Work Experience Education	445-6581
8.	Employment Preparation Division	
	Gail Zittel, Work Ability	445-0486

APPENDIX K

Work Experience Education Matrix

Part I and Part II

An 11 by 17 set of two charts can be found on pages 481-82. The numbers at the top of the charts correspond to work activities covered in this guide. This matrix can be used to locate specific concepts within the activities curriculum resources.

Publications Available from the Department of Education

This publication is one of over 600 that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

ISBN	Title (Date of publication)	Price
0-8011-0271-5	Academic Honesty (1986)	$2.50
0-8011-0471-8	Addendum to the 1985-86 California Private School Directory (1986)	7.75
0-8011-0272-3	Administration of Maintenance and Operations in California School Districts (1986)	6.75
0-8011-0216-2	Bilingual-Crosscultural Teacher Aides: A Resource Guide (1984)	3.50
0-8011-0238-3	Boating the Right Way (1985)	4.00
0-8011-0275-8	California Dropouts: A Status Report (1986)	2.50
0-8011-0472-6	California Private School Directory (1986)	9.00
0-8011-0473-4	California Public School Directory (1987)	14.00
0-8011-0488-2	Caught in the Middle: Educational Reform for Young Adolescents in California Schools (1987)	5.00
0-8011-0241-3	Computer Applications Planning (1985)	5.00
0-8011-0242-1	Computers in Education: Goals and Content (1985)	2.50
0-8011-0659-1	Educational Software Preview Guide (1987)	2.00
0-8011-0243-X	Elementary School Program Quality Criteria (1985)	3.25
0-8011-0041-0	English-Language Arts Framework for California Public Schools (1987)	3.00
0-8011-0247-2	Handbook for Conducting an Elementary Program Review (1985)	4.50
0-8011-0248-0	Handbook for Conducting a Secondary Program Review (1985)	4.50
0-8011-0289-8	Handbook for Physical Education (1986)	4.50
0-8011-0249-9	Handbook for Planning an Effective Foreign Language Program (1985)	3.50
0-8011-0320-7	Handbook for Planning an Effective Literature Program (1987)	3.00
0-8011-0179-4	Handbook for Planning an Effective Mathematics Program (1982)	2.00
0-8011-0290-1	Handbook for Planning an Effective Writing Program (1986)	2.50
0-8011-0224-3	Handbook for Teaching Cantonese-Speaking Students (1984)	4.50
0-8011-0291-X	Handbook for Teaching Pilipino-Speaking Students (1986)	4.50
0-8011-0204-9	Handbook for Teaching Portuguese-Speaking Students (1983)	4.50
0-8011-0250-2	Handbook on California Education for Language Minority Parents—Chinese/English Edition (1985)	3.25*
0-8011-0227-8	Individual Learning Programs for Limited-English-Proficient Students (1984)	3.50
0-8011-0466-1	Instructional Patterns: Curriculum for Parenthood Education (1985)	12.00
0-8011-0208-1	Manual of First-Aid Practices for School Bus Drivers (1983)	1.75
0-8011-0209-X	Martin Luther King, Jr., 1929—1968 (1983)	3.25
0-8011-0358-4	Mathematics Framework for California Public Schools (1985)	3.00
0-8011-0252-9	Model Curriculum Standards: Grades Nine Through Twelve (1985)	5.50
0-8011-0229-4	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Junior High School (1984)	8.00
0-8011-0228-6	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for High School (1984)	8.00
0-8011-0182-4	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten (1982)	8.00
0-8011-0183-2	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Primary Grades (1982)	8.00
0-8011-0184-0	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Upper Elementary Grades (1982)	8.00
0-8011-0230-8	Nutrition Education—Choose Well, Be Well: A Resource Manual for Parent and Community Involvement in Nutrition Education Programs (1984)	4.50
0-8011-0185-9	Nutrition Education—Choose Well, Be Well: A Resource Manual for Preschool, Kindergarten, and Elementary Teachers (1982)	2.25
0-8011-0186-7	Nutrition Education—Choose Well, Be Well: A Resource Manual for Secondary Teachers (1982)	2.25
0-8011-0253-7	Nutrition Education—Choose Well, Be Well: Food Photo Cards (with nutrient composition charts) (1985)	10.00
0-8011-0254-5	Nutrition Education—Choose Well, Be Well: Teaching Materials for Preschool/Kindergarten Curriculum Guide (in color) (1985)	7.50
0-8011-0255-3	Nutrition Education—Compute Well, Be Well: Computer Activities for the Classroom, Preschool/Kindergarten (1985)	12.50
0-8011-0256-1	Nutrition Education—Compute Well, Be Well: Computer Activities for the Classroom, Grades 1—3 (1985)	12.50
0-8011-0257-X	Nutrition Education—Compute Well, Be Well: Computer Activities for the Classroom, Grades 4—6 (1985)	12.50
0-8011-0303-7	A Parent's Handbook on California Education (1986)	3.25
0-8011-0305-3	Paths Through High School: A California Curriculum Study (1987)	4.00
0-8011-0671-0	Practical Ideas for Teaching Writing as a Process (1987)	6.00
0-8011-0309-6	Program Guidelines for Hearing Impaired Individuals (1986)	6.00
0-8011-0258-8	Program Guidelines for Severely Orthopedically Impaired Individuals (1985)	6.00
0-8011-0310-X	Program Guidelines for Visually Impaired Individuals (1986)	6.00
0-8011-0213-8	Raising Expectations: Model Graduation Requirements (1983)	2.75

0-8011-0341-X	Reading Framework for California Public Schools (1980)	1.75
0-8011-0311-8	Recommended Readings in Literature, K—8 (1986)	2.25
0-8011-0214-6	School Attendance Improvement: A Blueprint for Action (1983)	2.75
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0-8011-0262-6	Secondary School Program Quality Criteria (1985)	3.25
0-8011-0315-0	Selected Financial and Related Data for California Public Schools (1986)	3.00
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0-8011-0486-6	Statement on Preparation in Natural Science Expected of Entering Freshmen (1986)	2.50
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0-8011-0234-0	Studies on Immersion Education: A Collection for U.S. Educators (1984)	5.00
0-8011-0192-1	Trash Monster Environmental Education Kit (for grade six)	23.00
0-8011-0236-7	University and College Opportunities Handbook (1984)	3.25
0-8011-0344-4	Visual and Performing Arts Framework for California Public Schools (1982)	3.25
0-8011-0237-5	Wet 'n' Safe: Water and Boating Safety, Grades 4—6 (1983)	2.50
0-8011-0194-8	Wizard of Waste Environmental Education Kit (for grade three)	20.00
0-8011-0670-2	Work Experience Education Instructional Guide (1987)	12.50
0-8011-0463-7	Work Experience Instructional Guide: Teacher's Manual (1985)	3.50
0-8011-0464-5	Work Permit Handbook (1985)	6.00
0-8011-0648-6	Writing Assessment Handbook (1986)	10.00
0-8011-0270-7	Young and Old Together: A Resource Directory of Intergenerational Resources (1986)	3.00

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802-0271

Please include the International Standard Book Number (ISBN) for each title ordered.

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from governmental agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department, including apprenticeship instructional materials, may be obtained by writing to the address listed above.

*The following editions are also available, at the same price: Armenian/English, Cambodian/English, Hmong/English, Korean/English, Laotian/English, Spanish/English, and Vietnamese/English.

87 75806

96-03 03-0270 300 3-87 1,500

APPENDIX H (Con't.)

WORK EXPERIENCE EDUCATION ACTIVITY MATRIX

PART I

EMPLOYABILITY CONCEPTS		10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54
Occupational Information	A	A	A	A	A	A		A	A			A	A	A		A	A	A	A		A	A				A	A					A						A				
Occupational Opportunities	B		B	B	B	B		B						B	B		B		B	B	B							B					B					B				
Laws	C														C																											
Related Education/Training	D		D			D		D		D	D	D	D			D		D	D	D		D				D												D			D	
Related Experiences	E	E	E		E						E	E	E			E			E	E		E				E	E		E									E			E	
Industry	F	F		F													F		F	F		F				F					F										F	
Profit vs. Loss	G																												G	G		G		G	G							G
Health and Safety	H															H									H																	
Pay/Wages	I										I						I			I						I												I				I
Employee Benefits/Rights	J																J									J												J				
Consumer Considerations	K																												K													
ATTITUDES																																										
Motivation/Ambition	L				L		L	L			L		L		L							L						L			L	L			L							
Being Responsible	M						M			M	M				M													M		M		M	M	M							M	
Reliable/Dependable	N						N																					N		N		N	N	N			N				N	N
Getting Along with Others	O										O																		O			O				O			O	O		
Employee-Customer Relations	P																												P			P								P	P	
Loyalty/Honesty	Q																													Q		Q							Q			
Initiative	R														R							R	R	R							R	R	R		R	R						
Competitiveness	S				S															S			S	S								S										
SELF-AWARENESS																																										
Job Satisfaction	T	T		T	T			T			T	T	T				T	T	T	T	T	T				T	T														T	
Life-Style	U				U	U				U	U	U	U					U	U		U						U		U													
Confidence	V										V				V				V	V	V		V																			
Aptitudes	W																																									
Abilities	X					X	X				X	X	X													X																
Interests	Y									Y	Y	Y	Y				Y									Y					Y											
Values	Z	Z				Z		Z	Z	Z	Z	Z	Z				Z									Z					Z			Z					Z			
SKILLS																																										
Oral Communications	AA													AA	AA		AA		AA	AA		AA		AA			AA	AA	AA	AA									AA	AA		
Written Communications	BB											BB	BB	BB	BB	BB		BB						BB		BB	BB										BB					
Following Directions	CC							CC								CC												CC				CC	CC				CC				CC	
Productivity	DD	DD	DD	DD				DD					DD			DD												DD	DD		DD	DD			DD	DD						DD
Job-Related Skills	EE																EE	EE		EE		EE							EE	EE		EE				EE		EE				
Rules and Regulations	FF																								FF																	
Taxes	GG																																									
Finances	HH																																									
Decision-Making Skills	II		II	II			II	II		II															II				II		II											
Planning	JJ				JJ	JJ	JJ	JJ		JJ				JJ				JJ			JJ		JJ																			

APPENDIX H (Con't.)

WORK EXPERIENCE EDUCATION ACTIVITY MATRIX

PART 2

EMPLOYABILITY CONCEPTS		55	56	57	58	59	60	61	62	63	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94
Occupational Information	A										A			A			A	A				A	A	A	A		A		A											
Occupational Opportunites	B									B	B		B				B	B				B	B		B					B										
Laws	C																									C		C		C								C	C	
Related Education/Training	D						D				D		D	D								D	D	D	D									D						
Related Experiences	E		E	E				E			E		E		E		E	E				E	E	E	E									E						
Industry	F										F						F	F							F															
Profit vs. Loss	G			G		G	G							G						G										G										
Health and Safety	H																				H				H		H		H	H										
Pay/Wages	I	I		I			I			I	I		I	I					I					I	I	I		I	I	I			I	I	I	I	I	I	I	I
Employee Benefits/Rights	J	J																							J	J	J	J	J	J										
Consumer Considerations	K	K		K		K				K																K				K										K
ATTITUDES																																								
Motivation/Ambition	L	L	L				L						L		L		L	L																						
Being Responsible	M	M	M			M		M	M			M			M	M							M							M	M	M	M	M					M	M
Reliable/Dependable	N		N			N		N							N				N																					
Getting Along with Others	O	O	O			O		O	O			O			O	O			O				O																	
Employee-Customer Relations	P		P					P				P				P			P	P																				
Loyalty/Honesty	Q	Q				Q		Q	Q			Q			Q	Q																							Q	
Initiative	R		R	R	R			R						R	R				R											R			R							
Competitiveness	S			S			S					S	S	S			S	S																						
SELF-AWARENESS																																								
Job Satisfaction	T		T										T				T			T		T	T	T	T															T
Life-Style	U	U																							U					U	U	U	U	U	U	U				U
Confidence	V														V		V			V																				
Aptitudes	W						W																																	
Abilities	X						X															X	X	X	X															
Interests	Y																					Y																		
Values	Z					Z							Z												Z															
SKILLS																																								
Oral Communications	AA				AA			AA	AA	AA					AA		AA	AA		AA	AA																			AA
Written Communications	BB							BB	BB	BB	BB																	BB							BB				BB	BB
Following Directions	CC		CC		CC															CC	CC							CC											CC	
Productivity	DD	DD		DD				DD						DD	DD		DD			DD	DD									DD										
Job-Related Skills	EE			EE				EE							EE						EE	EE	EE	EE						EE										
Rules and Regulations	FF	FF				FF		FF				FF							FF								FF		FF								FF			
Taxes	GG																									GG	GG	GG									GG	GG	GG	GG
Finances	HH																												HH		HH	HH	HH	HH	HH	HH			HH	HH
Decision-Making Skills	II		II				II				II		II		II			II					II	II	II								II			II				
Planning	JJ		JJ				JJ	JJ					JJ					JJ						JJ	JJ							JJ	JJ	JJ			JJ			